ED 321 541   FL 018 627

AUTHOR   Tannacito, Dan J., Comp.
TITLE   Second Language Acquisition: Selected, Annotated
              Bibliographies on Japanese, Chinese, Thai, Indic,
              Spanish and Arabic Learners of English: Volume 1.
PUB DATE   May 90
NOTE   223p.
PUB TYPE   Reference Materials - Bibliographies (131)

EDRS PRICE   MF01/PC09 Plus Postage.
DESCRIPTORS   Adults; Annotated Bibliographies; Arabic; College
              Students; *English (Second Language); Foreign
              Countries; Hindi; Japanese; Language Research;
              Marathi; Panjabi; *Second Language Learning; Spanish
              Speaking; Tamil; Thai; Uncommonly Taught Languages;
              Urdu
IDENTIFIERS   Thailand

ABSTRACT
        Each of the seven annotated bibliographies in this
volume is concerned with the acquisition of English as a Second
Language (ESL) by groups of learners who share a common first
language or culture. Each bibliography was compiled by an advanced
ESL student who is a native speaker of a language referenced by the
bibliography. The first bibliography, "Japanese Learners of English,"
contains annotated entries categorized into five subjects: phonology;
syntax; student interaction; learning styles and strategies; and
reading, writing, and rhetoric. "Chinese Learners of English" is
intended to assist teachers and researchers who are seeking
periodicals and unpublished materials relating to Chinese speaking
learners of ESL. "Thai Learners of English" has entries divided into
two broad areas: English education in Thailand and English language
acquisition by Thai speakers. "Indic Learners of English" lists
articles and annotations about English language learning by speakers
of Hindi/Urdu, Marathi, Punjabi, and Tamil while "Spanish Learners of
English" deals only with Spanish-speaking ESL students. Finally, two
bibliographies, "Studies on Arab Learners of English" and
"Arabic-Speaking Learners of English", concentrate on research on
Arabic ESL students. (JL)

FL

Second Language Acquisition: Selected, Annotated Bibliographies on Japanese, Chinese, Thai, Indic, Spanish, and Arabic Learners of English

Volume 1

Dan J. Tannacito, Compiler
Indiana University of Pennsylvania
May 1990

Second Language Acquisition: Selected, Annotated
Bibliographies on Japanese, Chinese, Thai, Indic, Spanish,
and Arabic Learners of English

Volume 1

Dan J. Tannacito, Compiler
Indiana University of Pennsylvania
May 1990

Second Language Acquisition: Selected, Annotated
Bibliographies on Japanese, Chinese, Thai, Indic, Spanish,
and Arabic Learners of English, Volume 1

Dan J. Tannacito, Compiler
Indiana University of Pennsylvania
May 1990

Contents

PREFACE

This collection of bibliographies is the third in a series produced by students for coursework in the master's program in TESL/TEFL and the doctoral program in Rhetoric and Linguistics at Indiana University of Pennsylvania and deposited in the ERIC system. The earlier volumes, ESL/EFL Methodology: Topical, Annotated Bibliographies, vol. 1, compiled by Dan J. Tannacito and Jerry G. Gebhard and ESL/EFL Methodology: Topical, Annotated Bibliographies, vol. 2, edited by Dan J. Tannacito, covered topics relevant to the teaching of ESL/EFL learners, such as teaching oral communication, error treatment, and vocabulary teaching.

The bibliographies presented in this volume were developed by students as projects for my graduate course Second Language Acquisition (EN 743), mostly from Spring semester 1990. The assignment was to select and annotate recent research on second language acquisition which deals with the learning or acquisition of English by a single group of learners. Since most of the bibliographers are themselves advanced students of English as a secondary language, they chose topics related to learners with similar backgrounds or related to learners with whom they had teaching experience. This choice assisted their comprehension of the material. The collaborative aspect of the project stimulated them to share their bibliographic skills and to discuss the research they found most relevant and informative. While the project enabled students to become acquainted for the first time with research in second language acquisition, most students subsequently wrote research papers, either rhetorical or data-based, that investigated or applied a particular aspect of the research they surveyed in their bibliographies. The pro   , thus, served as a knowledge base supplementing class discussion, readings, and lectures. The bibliographies and research papers illustrate their effort to enter the discourse community of second language acquisition.

The scope of these bibliographies is restricted to articles and papers appearing since 1985 (with the exception of the bibliography by Abdul-Latif Sheik Ibrahim, "Studies on Arab Students of English") Entries follow the citation conventions of the American Psychological Association. and annotations usually are limited to 50 words per entry. Some of the bibliographies have been classified. The bibliographies are offered as work-in-progress; no editing of errors either factual or formal has been undertaken at this point. Nonetheless, the hope is that they represent a useful collection for other researchers.

Dan J. Tannacito

May 10, 1990

An Annotated Bibliography in

Second Language Acquisition of

Japanese Learners of English

Sachiko Takabatake

English Department, Indiana University of Pennsylvania

Dr. Dan Tannacito
EN743 Second Language Acquisition

INTRODUCTION

This bibliography contains abstracts of articles published or presented from 1985 to present dealing with Japanese adult learners of English. Since the focus is on the process of second language acquisition, learner-centered research articles are collected. Thereare two types of articles: (a) those using only Japanese as research subjects and (b) those using Japanese as a part of research subjects. In the latter case, only those studies that show characteristics of Japanese subjects are included. The articles are categorized into five sections: (a) those dealing with phonology, (b) those dealing with syntax, (c) those dealing with reading, writing, and/or rhetoric, (d) those dealing with students interaction, and (e) those dealing with students' learning styles and/or strategies.

The sources of the abstracts are provided at the end of each abstract. Modified abstracts followed by (ST/___) indicate the sources of original abstracts. (ST) indicates those abstracts written specifically for this bibliography.

Phonology

Arai, K. (1988). Listening for meaning: English phoneme
   perception by Japanese students. Sophia Linguistica, 26,
   185-192.

   An experiment in the perception of phonemes with focus on
   the influence of the knowledge of the words and the
   information from contexts within which the words are embedded
   is reported. The result suggests the influence of the
   knowledge of the meaning of the word on phoneme perception
   both within and with out context, and furthermore, implies
   the importance of vocabulary in SL acquisition. (ST/LLBA)

Henly, E., & Sheldon, A. (1986). Duration and context effects
   on the perception of English /r/ and /l/: A comparison of
   Cantonese and Japanese speakers. Language Learning, 36(4),
   505-521.

   Examination of the role of duration in the perception of
   phonemic contrast by Cantonese speakers showed that increased
   duration was not sufficient to facilitate perception;
   differences in the perception of the two sounds by Japanese
   and Cantonese speakers were partially explained by differences
   in the phonological constraints of their respective native
   languages. (ERIC)

Koda, K. (1989). Effects of L1 orthographic representation
   on L2 phonological coding strategies. Journal of
   Psycholinguistic Research, 18(2), 201-222.

   The effects of two types of phonological interference on
   short-term memory performance were examined in a study in
   which adults with four different languages---Japanese, Arabic,
   Spanish, and English---served as subjects. Results indicate
   that phonological encoding is predominant in STM encoding
   regardless of the language being used and that L1 processing
   strategies are transferred to L2. (ST/LLBA)

Major, R. C. (1987). Variation in Japanese learners of English.
   Paper presented under the title "Task variation in L2
   phonology" at the Annual University of South Florida
   Linguistics Club Conference on Second Language Acquisition
   and Second Language Teaching, Tampa, FL. (ERIC ED 299 806)

   A study investigated the relationship between language style
   and variability in the phonology of adult Japanese learners
   of English. The results revealed systematic patterns in
   style and variability and an interaction of transfer and
   developmental processes. (ST/ERIC)

Mann, V. A. (1986). Distinguishing universal and language-
   dependent levels of speech perception: Evidence from Japanese

listeners' perception of English "l" and "r". Cognition, 24(3), 169-196.

This study shows that native speakers of Japanese may be unable to correctly identify the phonemes /l/ and /r/ in spoken English; nevertheless, in perceiving English utterances, they respond to the different acoustic patterns that convey /l/ and /r/. It is suggested that there may exist a universally shared level where the representation of speech sounds more closely corresponds to the articulatory gestures that give rise to the speech signal. (ST/LLBA)

Saunders, N. J. (1987). Morphophonemic variation of clusters in Japanese English. Language Learning, 37(2), 247-272.

Examines the word-final, voiceless, stop-sibilant clusters formed by the attachment of -z morphemes to verbs and nouns in the speech production of Japanese learners of English. Reduction is the favored production strategy, but epenthesis is also used. Noun attachments are subject to less error than are verb attachments. (ERIC)

Saunders, N. J. (1987). Sources of error: The third person singular present in Japanese learner English. JALT Journal, 8(2), 119-129.

Examines the errors in the third person singular morpheme of spontaneous speech of adult Japanese EFL learners. Sentence length and grammatical complexity were found to be significant factors in the error rate, as was phonological interference and lexical choice. (ST)

Suenobu, M., Kanzaki, K., Yamane, S., & Young, R. (1986). Listening comprehension and the process of information acquisition by non-native speakers of English. IRAL, 24(3), 239-248.

Examined is the process of information acquisition as related to speech perception errors by Japanese learners of English. The results show that up to the fourth exposure the information acquired increases, but at a decreasing rate with each exposure. Also suggested is that transcription task facilitates the acquisition. (ST/LLBA)

Suzuki, S. (1986). Interlanguage phonology by Japanese learners of English. Sophia Linguistica, 20/21, 297-301.

Rules are presented for IL phonology uttered by Japanese learners of English. The most frequent cause of the shape of IL phonology is NL transfer, followed by divergent transfer, spelling interference, and independence of IL. It is noted that the IL phonology depends on the TL and NL and is at the same time independent of the TL and NL.

(ST/LLBA)

Tarui, K. (1986). Production practice effect on acquisition
of English rhythm. Sophia Linguistica, 20/21, 303-312.

Studied are the differences in speech rhythm of English and
Japanese. It is shown how Japanese learners of English obtain
English rhythm and how effectively English rhythm can be
mastered by scientifically planned lessons constructed after
a comparative study of both the English and Japanese sound
systems. (ST/LLBA)

Watanabe, K. (1988). Sentence stress perception by Japanese
students. Journal of Phonetics, 16(2), 181-186.

It was found that stress was correctly perceived by the
Japanese students significantly more frequently in utterances
with a falling or rising-falling tone or a falling contour
than in utterances with rising contour. Judgment accuracy
was found to correlate positively with pitch differences
between the highest and second highest syllables in the
utterance. (ST)

Yoshida, K., Saito, M., Matsumoto, Y., Hayakawa, Y., Nemoto
C., Tanaka, M., & Iwahashi, Y. (1988). [Phoneme perception
and lexical knowledge in SLA]. Sophia Linguistica, 23/24,
237-243.

An experiment concerning the effects of lexical knowledge
in the sound perception of SL learners is reported. The
results showed that the subjects tended to mishear nonsense
words as phonetically similar sense words, and that they
also tended to mishear less familiar words as phonetically
similar, more familiar words. (ST/LLBA)

Syntax

Eckman, F. R., Moravcsik, E. A., & Wirth, J. R. (1989).
Implicational universals and interrogative structures in
the interlanguage of ESL learners. Language Learning, 39(2),
173-205.

The validity of two implicational universals regarding
constituent order in questions is tested in the English speech
of native speakers of Japanese, Korean, and Turkish. The
interlanguage evidence is found to be supportive of the two
universals. (ST/AA)

Flynn, S. (1987). Contrast and construction in a parameter
setting model of L2 acquisition. Language Learning, 37(1),
19-62.

The parameter-setting model of universal grammar provides
a basis for integrating two theories of second language
acquisition: contrastive analysis and creative construction.
The elicited responses of adult native speakers of Japanese
and Spanish were examined. The head-initial/head-final
parameter was the principle explored. (ST/ERIC)

Fuller, J. W. (1987). Topic-prominence in interlanguage.
Language Learning, 37(1), 1-18.

Investigates the role of topic-comment structure and the
frequency of topic-prominence in the oral interlanguage of
Japanese, Chinese, Korean, Arabic, Farsi, and Spanish speaking
adult ESL students. Results indicate that second language
learning is generally characterized by an early topic-comment
stage, independent of the learners. (ERIC)

Harrington, M. (1987). Processing transfer: Language-specific
processing strategies as a source of interlanguage variation.
Applied Psycholinguistics, 8(4), 351-377.

A sentence interpretation experiment conducted with
university-age native English speakers, Japanese ESL speakers,
and native Japanese speakers suggested caution in attempting
to typify languages on the basis of processing stategies
drawn from probabilistic tendencies evident in grouped data.
(ERIC)

Heckler, E. E. (1985). The acquisition of the passive by ESL
learners. (ERIC ED 257 321)

The acquisition of the passive sentence structure by adult
learners (Japanese, Arabic, and Spanish) of ESL was studied.
The Japanese gave the greatest number of correct responses
for each structure; the Arabs' responses were close behind;
and the Spanish gave the fewest correct responses. Types

of sentence structures that were easier/harder to learn are also identified. (ST/ERIC)

Lakshmanan, U. (1986). The role of parametric variation in adult second language acquisition: A study of the "pro-drop" parameter. PALM, 2(1), 97-118.

Reported is a study in which the possibility of transfer of pro-drop structures from native (Japanese, Spanish, and Arabic) to second language was examined. No significant differences were found between any of the groups in responses to sentences with missing subjects. None of the groups had difficulty with V-subject word order. (ST/LLBA)

Master, P. (1988). Acquiring the English article system: A cross-linguistic interlanguage analyses. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Chicago, IL. (ERIC ED 298 768)

A study examined second language article acquisition by analyzing the spoken interlanguage of speakers of five different native languages (Japanese, Chinese, Russian, Spanish, and German). The results indicate that English article usage, particularly at the beginning levels, is clearly influenced by the first language. (ST/ERIC)

Parrish, B. (1987). A new look at methodologies in the study of article acquisition for learners of ESL. Language Learning, 37(3), 361-383.

A longitudinal study of a Japanese-speaking learner of English as a second language analyzed the learner's article system and found that it was not target-like but also not totally random. (ERIC)

Schumann, J. H. (1986). Locative and directional expressions in basilang speech. Language Learning, 36(3), 277-294.

Analysis of English basilang speech of Chinese, Spanish, and Japanese speakers indicated that oriental subjects tended not to use prepositions and that Spanish-speaking subjects tended to use "in" to express most locative meanings. (ST/ERIC)

Takashima, H. (1989). How Japanese learners of English answer negative yes/no questions---A case of language transfer. IRAL, 27(2), 113-124.

Negative yes/no questions require a different response in Japanese than in English. An experiment is reported in which difficulties with these types of questions for Japanese learners of English are evaluated. Implications for teaching are discussed. (ST/LLBA)

Tanaka, S. (1987). The selective use of specific exemplars
in second-language performance: The case of the dative
alternation. Language Learning, 37(1), 63-88.

An examination of the selective use of two give structures
by Japanese college students within a framework of transfer
and markedness. A theory of scaler markedness is favored
over a theory of binary markedness as far as acceptability
judgment tasks are concerned. (ST/LLBA)

Tarone, E. E. (1985). Variability in interlanguage use: A
study of style-shifting in morphology and syntax. Language
Learning, 35(3), 373-403.

Describes a study on the English language use of native
speakers of Arabic and Japanese in three task conditions.
Results support the hypothesis that the utterances of second
language learners show systematic variability related to
task. (ST/ERIC)

Yamaoka, T. (1988). A semantic and prototype discussion of
the 'Be easy to V' structure: A possible explanation of
its acquisition process. Applied Linguistics, 9(4), 385-
401.

In order to show the validity of a semantic approach to
language acquisition, experimental data were gathered from
Japanese adult learners of English. It is suggested that
the acquisition of the structure starts with its
identification in the prototype sentences and that it is
gradually applied to more peripheral types. (ST/LLBA)

Zobl, H. (1987). Categorial distribution and the problem of
overgeneration. Second Language Research, 3(2), 89-101.

An overgeneration found in the English production data of
Japanese speaking learners is examined. It is suggested
that overgeneration is not as intractable a learnability
problem if grammatical development consists of qualitative
jumps in the perception of the input data rather than
continuity with local modifications. (ST/LLBA)

Zobl, H. (1989). Modularity in adult L2 acquisition. Language
Learning, 39(1), 49-79.

Investigated is modular functioning in adult acquisition
as a source of interlanguage-primary language difference
using written corpus of Japanese-English interlanguage.
Data strongly support that the creation of a module interface
distinct from the L1 and the L2. (ST)

Rhetoric, Reading, Writing

Christensen, T. (1986). On the potential for meaningful
    communication in Japanese college classrooms. Human
    Communication Studies, 13, 87-96.

    An experiment concerning Japanese college students' ability
    to express themselves in English is reported. The results
    suggest that cultural barriers to teaching meaningful
    communication may not be as great as expected. (ST/ERIC)

Evans, E. E. (1988). "Advanced" ESL reading: Language
    competence revisited. System, 16(3), 337-346.

    The difficulty in reading that advanced ESL students have
    is investigated. Results and analysis show some
    characteristics of Japanese students in comparison with native
    English students and other non-native English students.
    (ST)

Jenkins, S., & Hinds, J. (1987). Business letter writing:
    English, French, and Japanese. TESOL Quarterly, 21(2), 327-
    349.

    Examination of business letters in English, French, and
    Japanese, focusing on prescriptive accounts in the respective
    languages, found that, despite amazingly similar surface
    characteristics, American business letters were
    reader-oriented, French business letters were writer-oriented,
    and Japanese business letters were oriented to the space
    between the writer and reader. (ERIC)

Kitao, K., & Kitao, S. K. (1986). Difficulties Japanese have
    in reading English. (ERIC ED 278 214)

    The problems encountered by native Japanese-speakers in
    reading English are examined. The focuses are mainly on
    the reading process, the effect of English texts, social
    and cultural barriers that Japanese have on reading English,
    and the reason why written texts are more difficult than
    spoken texts. (ST/ERIC)

Koda, K. (1988). Cognitive process in second language reading:
    Transfer of L1 reading skills and strategies. Second Language
    Research, 4(2), 133-156.

    An influence of L1 in L2 reading was examined using students
    who have different orthographic backgrounds (Japanese, Arabic,
    Spanish, and English). Results indicate that students use
    cognitive skills and strategies developed in their native
    language when reading English as a second language. This
    suggests that L1-L2 cognitive process transfer takes place
    in L2 reading and that orthographic structure of L1 exerts

a significant influence on cognitive process during reading.
(ST/LLBA)

McLeod, B., & McLaughlin, B. (1986). Restructuring of
automaticity? Reading in a second language. Language
Learning, 36(2), 109-123.

Adult native English speakers and foreign students (most
of them Japanese) enrolled in ESL courses and completed a
reading task and a cloze test to determine reading proficiency
and prediction ability. While advanced ESL students made
fewer total errors than beginning students, error patterns
of all ESL groups remained similar. (ERIC)

Nishimura, Y. K. (1986). Prose-organizing strategies of
Japanese college students. Descriptive and Applied
Linguistics, 19, 207-218.

Examined is the claim that native speakers of Japanese and
English use different strategies in prose composition.
Results support this claim. Major differences stem from
attitudes toward the ending of the passage. Also found is
that cultural transfer tends to fade with exposure to a new
language. (ST/LLBA)

Perkins, K. (1988). First and second language reading
comprehension. Paper presented at the Annual Meeting of
the Teachers of English to Speakers of Other Languages,
Chicago, IL. (ERIC ED 304 875)

Random parallel reading comprehension tests in Japanese and
English were administered to a sample of native Japanese
students. Evidences for a threshold competency ceiling at
which first language reading abilities transferred to second
language reading abilities and that imperfect knowledge of
the second language can cause difficulty in second language
reading were found. (ST/ERIC)

Robb, T., Ross, S., & Shortreed, I. (1986). Salience of
feedback on error and its effect on EFL writing quality.
TESOL Quarterly, 21(1), 83-95.

A study contrasted four methods of providing feedback on
written error made by Japanese EFL students. Analysis of
the effects of the feedback provides evidence against direct
correction of error in written work. (ST)

Ross, S., & others. (1988). First language composition pedagogy
in the second language classroom: A reassesment. RELC
Journal, 19(1), 29-48.

Evaluated the effectiveness of using native language
(Japanese) based writing methods in ESL classrooms. Concluded

that Journal writing helped the ESL students. (ST/ERIC)

Shishin, A. (1985). Rhetorical patterns in letters to the editor. Journal of the Aichi Institute of Technology, (20), 17-28.

A study examined the linear and non-linear patterns of Japanese and English speakers' letters, respectively. It is concluded that cultures are not limited to one rhetorical pattern, and linear and non-linear rhetorics are universal. (ST/ERIC)

Suzuki, H., & Sato, T. (1986). The effects of rhetorical instruction on recall protocols. Paper presented at the Japan Association of Language Teaching and Learning, Hamamatsu, Japan. (ERIC ED 294 438)

A study investigated whether instruction focusing on text structure would affect Japanese college students listening comprehension. Results show that the rhetorical instruction may aid in listening to the target passage more precisely, but knowledge of the text structure does not change the learners' listening process. (ST/ERIC)

Takahashi, T., & Beebe, L. M. (1987). The development of pragmatic competence by Japanese learners of English. JALT Journal, 8(2), 131-155. (ERIC ED 283 398)

Examined was the developmental pragmatic competence of Japanese learners of English. Results showed that the L1 transfer exists in both the EFL and ESL contexts and that native language influence is generally stronger in the EFL context. Also suggested is that higher proficiency ESL learners were more subject to native language transfer than lower proficiency learners. (ST)

Takahashi, T. (1985). Language transfer and the acquisition of patterns of lexico-semantic correspondence. Revised version of paper presented at the Los Angeles Second Language Research Forum, Los Angeles. (ERIC ED 259 590)

An investigation of the language transfer in second language lexico-semantic development was administered to Japanese ESL students. The results and analyses indicated that L2 semantic development is constrained by language transfer interacting with other factors such as specific-exemplar learning. (ST/ERIC)

Watanabe, H., & Okushi, Y. (1986). Analysis of L1 and L2 reproduction in the level-of-processing approach. Descriptive and Applied Linguistics, 19, 279-291.

A study was conducted to determine how amount of information

affects cognitive processing in L1 (Japanese/English) and
L2 (English/Japanese) readers. For L1, comprehension was
not affected by the length or language of the passage. For
L2, length of passage significantly affected reproduction
and comprehension. (ST/LLBA)

Yamada, J., Matsuura, N., & Yanase, Y. (1988). Does knowledge
of romaji facilitate English reading? The Journal of General
Psychology, 115(3), 229-239.

A study of the relationship between Japanese students
knowledge of "romaji" (Roman letters) and their ability to
read English words before being formally taught English.
Results showed that knowledge of romaji and the degree of
similarity between the English word and corresponding romaji
determined ability to read English words. Implications for
biliteracy education of Japanese students are discussed.
(ST/LLBA)

Interaction

Ehrlich, S., Avery, P., & Yorio, C. (1989). Discourse structure
and the negotiation of comprehensible input. Studies in
Second Language Acquisition, 11(4), 397-414.

Examined is the role of negotiations of meaning for Japanese
ESL learners. The results suggest that the success or failure
of meaning negotiations in providing comprehensible input
depends on the point in the discourse at which they occur,
not on the quantity of input. (ST)

Ross, S. (1988). Accommodation in interlanguage discourse
from an EFL perspective. System, 16(3), 347-354.

Examination of the accommodation process in interlanguage
discourse in a foreign language focused on the effects of
various accommodation and negotiation strategies. Dyads
of Japanese ESL students with different proficiency levels
accommodated each other in ways similar to interaction between
native and non-native speakers. (ST/ERIC)

Ross, S., & Berwick, R. (1988). Scripted and unscripted
information exchange tasks: Two approaches to learner
negotiation in the foreign language classroom. PASAA, 18(1),
21-31.

Reported is a study of communicative classroom interaction
based on scripted and unscripted tasks using Japanese
students. Students found the scripted tasks more face valid
but less worthy of recommendation than the unscripted tasks.
It is suggested that tasks involving free exchange of
information benefit students more than structured kinds of
tasks. (ST/LLBA)

Varonis, E. M., & Gass, S. (1985). Non-native/non-native
conversations: A model for negotiation of meaning. Applied
Linguistics, 6(1), 71-90.

This study investigates conversational interactions between
native English speakers and non-native English speakers
(Japanese and Spanish) by focusing on interactions among
non-native speakers. Examples of discourse are given. It
is suggested that NNS/NNS conversation and the function of
negotiation is important in second language acquisition.
(ST)

Learning Style, Learning Strategy

Chapelle, C., & Roberts, C. (1986). Ambiguity tolerance and field independence as predictors of proficiency in English as a second language. Language Learning, 36(1), 27-45.

This paper reports the results of an investigation of the relationship between two learner characteristics, Ambiguity Tolerance and Field Independence, and adult learners' acquisition of ESL in the US (Japanese 13, Spanish 28, and Arabic 20). The results show that AT and FI accounted for a significant amount of variance on several end-of-semester performance or other variables. (ST)

Felix, L. (1988). Acculturation of returnee students: A pilot study at Sophia University. Sophia Linguistica, 23/24, 263-276.

Presented is a report of an interdisciplinary research project on returnee students. The survey shows that the returnee students have different linguistic and psychological patterns of personality and behavior that can be seen neither Japanese nor American students. (ST/LA)

Kamada, L. D. (1987). Intrinsic and extrinsic motivation learning processes: Why Japanese can't speak English. Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning, Hamamatsu, Japan. (ERIC ED 285 408)

Analyzed is intrinsically or extrinsically motivated Japanese learners of English. It is discussed that how the intrinsic motivation context changes to the extrinsic context when rewards are administered for activities that were originally intrinsic. Some suggestions are offered on how guided classroom learning may be stimulated by intrinsically motivated tasks. (ST/ERIC)

King, S. T. (1986). Cognitive correlates of culturally dissimilar word meanings in the two language of the bilingual. Paper presented at the Annual Meeting of the American Psychological Association, Washington DC. (ERIC ED 283 373)

A study assessed the effect of American/Western culture on English-speaking Japanese bilinguals. The results support the proposed existence of separately coded meaning systems and provide for separately maintained verbally mediated cognitive systems. (ST/ERIC)

McCroskey, J. C., Gudykunst, W. B., & Nishida, T. (1985). Communication apprehension among Japanese students in native and second language. Communication Research Report, 2(1), 11-15.

Levels of communication apprehension were examined among
Japanese students speaking Japanese and English. The results
indicate extremely high communication apprehension in native
Japanese students in both languages. (ST/LLBA)

Okamura-Bichard, F. (1985). Mother tongue maintenance and
    second language learning: A case of Japanese children.
    Language Learning, 35(1), 63-89.

Reports a study which examined the degree of mother tongue
maintenance and development of Japanese 6 graders temporarily
residing in the US in relation to their learning of English.
Also looked at factors which affected individuals' success
or failure in the learning of both languages. (ST/ERIC)

Ono, H., & Hayashibe, H. (1988). [Japanese and English
    vocabulary level of returned college students.] Tokushu
    Kyoiku Kenkyu Shisetsu Hokoku/RIEEC Report, 37, 1-8.

The linguistic ability of Japanese college students who had
previously spent one or more years abroad were examined.
The results showed that living and educational environment
and efforts in language learning were important in acquisition
of both Japanese and English. (ST/LLBA)

Pearson, E. (1988). Learner strategies and learner interviews.
    ELT Journal, 42(3), 173-178.

Describes a series of interviews with Japanese speakers of
English as a second language focusing on their uses of English
and their life-style characteristics outside Japan. Results
support current research indicating that successful language
learners apply specific strategies to the task of learning.
(ERIC)

Powell, L. (1986). Participant satisfaction in second language
    conversations. Communication Research Report, 3, 135-139.

An attempt is made to identify those elements contributing
to participant satisfaction in second language conversations
using Japanese students. It was found that the contribution
rating of the participant's partner was a primary predictor
at satisfaction. Language skills and personal contributions
were also significantly associated with satisfaction, but
contributed little to the variance of the model. (ST/LLBA)

Reid, J. M. (1987). The learning style preferences of ESL
    students. TESOL Quarterly, 21(1), 87-111.

Presents the results of a questionnaire that asked 1,388
students to identify their perceptual learning style
preferences. Analyses of the questionnaires indicated that

nonnative speakers' learning style preferences often differ
significantly from those of native speakers and showed unique
learning style preferences of Japanese. (ST)

Tinkham, T. (1989). Rote learning, attitudes, and abilities:
A comparison of Japanese and American students. TESOL
Quarterly, 23(4), 695-698.

Examined is attitudes and effects of rote learning among
Japanese and American students. Results show that Japanese
students view rote learning more positively and that Japanese
perform significantly better both recalling and recognizing
new words in a new language. (ST)

Viswat, L., Duppenthaler, C., & Onaka, N. (1987). Cognitive
strategies of Japanese students. JALT Journal, 8(2), 208-214.
(ERIC ED 283 398)

A study was conducted to identify the learning strategies
of successful learners of EFL at a Japanese senior high
school. Data suggest that successful learners take more
resks, monitor their own performance and that of others,
stress the importance of communicating meaning over
grammatical accuracy and use good memorization devices.
(ST)

Wenden, A. L. (1986). What do second-language learners know
about their language learning? A second look at retrospective
accounts. Applied Linguistics, 7(2), 186-205.

Reported is a study that interviewed 25 (8 Japanese)
university students in US about their language learning
history. Comments by Japanese students show their learning
strategies, beliefs about how best to learn a language, and
attitudes toward their errors. (ST)

Yule, G., Yanz, J. L., & Tsuda, A. (1985). Investigating
aspects of the language learner's confidence: An application
of the theory of signal detection. Language Learning, 35(3),
473-488.

Describes a study of the role of confidence in the performance
of Japanese ESL learners on a listening test. Some analytic
procedures from the Theory of Signal Detection were applied.
Results show the possibility of substantial differences in
individual performance in terms of self-monitoring ability
and confidence. (ERIC)

(17)

CHINESE SPEAKERS AND ESL/EFL
An Annotated Bibliography

Py

Fang-chyi I. Chang
Mei-yu A. Chen
Deming Mei
David Purnell

To

Dr. Dan J. Tannacito

EN 743

SECOND LANGUAGE ACQUISITION

March 22, 1990

22

The annotated bibliography presented here is intended to
assist teachers and researchers who are seeking periodicals and
unpublished materials relating to Chinese-speaking learners of
ESL/EFL. Although this is the main criteria for our selection, we
have made an effort to exclude materials that are primarily
administrative or in which Chinese speakers play only an
incidental role. Nevertheless, the range of this bibliography is
quite broad, which has prompted the compilers to divide it into
two sections, one dealing with various aspects of second language
acquisition and the other with that of pedagogy. In establishing
categories within these sections, we have by no means attempted
to reflect every possible subdivision of SLA or pedagogy, but
rather to simply represent the cogent work that has come forward
during the period 1975-1990, be it as it may. In the SLA section,
these categories include: Cultural and Affective Factors; Error
Analysis; Functions; Interlanguage, Transfer and Interference;
Learning Strategies and Patterns; Phonology; Reading; Syntax·
Vocabulary and Morphology; and Writing and Contrastive Rhetoric.
In the pedagogy section, these categories include: Cultural
Factors; Curriculum Design and Material Development; Historical
Background, Methodology; Phonology; Reading; Syntax; and Writing.
Naturally, many of the articles herein could conceivably be
placed in several different categories. With the ease of the
user in mind, we have attempted to place these articles in the
one category most relevant to their main concern.

When possible, we have included the ERIC ED number. When

abstracts have been taken in their entirety from ERIC, Language

Teaching (LT) or Linguistics and Language Behavior Abstracts

(LLBA), no additional notation is given. When the abstract

written by the article's author is used in its entirety, the

notation AA is given. We are also indebted to Leiwei Li and

George Q. Xu for contributions from their bibliographies compiled

at Indiana University of Pennsylvania in 1985 and 1987

respectively. Their initials appear after abstracts written by

them. In all cases where modifications are made by the editors,

the notation EDS appears before the original source. Abstracts

written entirely by the editors will bear the notation EDS.

SECOND LANGUAGE ACQUISITION

Cultural and Affective Factors

Cornell, J. B. (1983). A study of time sufficiency and perceived needs for learning English as a second language by southeast Asian refugee students. Dissertation Abstracts International, 45, 773A.

This study was undertaken to determine if there was a difference in the amount of time needed to learn English as a second language by five Southeast Asian refugee groups (Vietnamese, Cambodians, Hmong, ethnic Chinese, and Laotians) when certain predictors (ethnicity, age, sex, previous education, time in the country, employment, and attendance rates) were compared. (EDS/AA)

Fillmore, L. W. (1981). Cultural perspectives on second language learning. TESL Reporter, 14(2), 23-31.

Cultural factors that may influence second-language learning are discussed: first language interference, cognitive style (attention level, verbal memory, hypothesis, generating ability, verbal playfulness, mental flexibility, & field dependence/independence). Reported are preliminary findings of a 3-year study of Mexican and Chinese children (N=60) investigating social s]aspects of language learning. (EDS/LLBA)

Jones, I. (1979). Some cultural and linguistic considerations affecting the learning of English by Chinese children in Britain. English Language Teaching Journal, 34(1), 55-60.

Discusses areas in which Chinese children will experience conflict between Chinese and English culture and language that will create learning difficulties.

Oller, J. W. Jr., & others. (1977). Attitudes and attained proficiency in ESL: A sociolinguistic study of native speakers of Chinese in the United States. Language Learning, 27(1), 1-27.

Relations between various measures of attitudes toward self, the native language group, the target language group, reasons for learning ESL, reasons for traveling to the U.S. and attained proficiency in ESL were investigated. Attitudes toward self and the native language group were positively correlated with attained proficiency in ESL.

Pierson, H. D., & others. (1980). An analysis of the relationship between language attitudes and English attainment of secondary students in Hong Kong (Ocassional paper No. 91). [ERIC ED 212 129]

This study analyzes the relationship between English language attainment and attitudes toward English among Cantonese-speaking secondary school students in Hong Kong. In general, the statistical results of the study indicate that a direct measure of attitude was a better predictor of English attainment than an indirect measure. The indirect measure obtained by asking subjects to rate themselves, themselves as they would like to be, Chinese people, and westerners, produced some significant results, but were not as strong indicators of language attainment as the results obtained from he direct measures.

Poggi, C. R. (1982). Mixing, switching and shift: A case of Chinese-English communication development. Paper presented at the Annual Convention of Teachers of English Speakers of Other Languages, 16th, Honolulu, HI.

A case study is presented of the development of communication between two adults, one a native speaker of English & the other of Mandarin over a 5-year period in Taiwan and the United States. It was found that social changes in the couple's lives marked changes in their pattern of communication.

Ripple, R. E., & others. (1984). Cognitive and affective costs of bilingual education: A look at the Hong Kong experience. [ERIC ED 245 662]

A study of the impact of language of instruction in schools on the divergent thinking, self-esteem, and locus of control of expatriate and Hong Kong native Chinese adolescents is reported and some of cognitive and affective costs of the immersion method of bilingual education are examined. Standard measures of divergent thinking, self-esteem, and locus of control were administered to each group and compared. (EDS/ERIC)

Spinks, J. A., & Ho, D. Y. F. (1984). Chinese students at an English language university: Prediction of academic performance. Higher Education, 13(6), 656-74.

Recent research concerning prediction of academic performance of chinese students at the English-language, Western-oriented University of Hong Kong is reviewed, and five-year longitudinal data are discussed. It is concluded that English language and mathematics ability are good predictors, and cultural background should be considered in admissions.

Yao, E. L.   (1983).   Chinese students in American universities. Texas Tech Journal of Education, 10(1), 35-42.

Information is provided about the needs of Chinese students from Taiwan, Hong Kong and other parts of Asia who pursue higher education in United States. These students must adjust to a different life style and value system, as well as to a new language and new learning methods.

Yao, E. L.   (1984).   The extrinsic cultural traits of Chinese immigrants as compared with Chinese in Taiwan and other non-Chinese in the U.S.A.   [ERIC ED 269 514]

This paper reports on a study whose purpose was to examine the speed of changing extrinsic cultural traits of Chinese immigrants in the United States and to determine cultural commonality among the groups. An attitude inventory scale was used to measure the sample's extrinsic cultural traits in four major areas: social interaction, English proficiency, American.

Yu, V. W. S., & Atkinson, P.   (1988).   An investigation of the language difficulties experienced by Hong Kong secondary school students in English-medium schools: II Some causal factors. Journal of Multilingual and Multicultural Development, 9(4), 307-22.

An attempt is made to examine some contributive factors to prove that the English-medium education in Hong-Kong is ineffective for the majority of pupils (the native speakers of Chinese). The results show that pupils' suffering from "subtractive bilingualism" prevents them from learning the language effectively in phonology, morphology, syntax, etc. (EDS/AA)

Error Analysis

Anderson, JI.   (1983).   The difficulties of English syllable structure for Chinese ESL learners. Language Learning and Communication, 2(1), 53-62.

The complexities of English syllable structure present problems for ESL learners, particularly those whose native language syllable structure is simpler. They tend to simplify the English syllable either by consonant deletion or epenthesis. Types of simplification errors made by Chinese ESL learners were investigated. (EDS/LT)

Ghadessy, M. (1989). Selection of developmental errors by students with different L1 background. IRAL, 27(1), 53-63.

The study of English errors made by several adult students from different countries (China, Malaysia) proposed that a large number of student errors are due to learner strategies and mutual interference of target-language items. Results show that . developmental errors are measurable variables. The diagnostic validity of developmental errors is confirmed. (EDS/AA)

Krashen, S. D., & Pon, P. (1975). An error analysis of an advanced learner of ESL: The importance of the monitor (Working papers on biblingualism, No. 7). [ERIC ED 125 267]

This study focuses on a native speaker of Chinese, in her 40's, who began to learn English in her late 20's when she emigrated to the United States. (EDS/ERIC)

Santos, T. (1986). Professor's reactions to the academic writing of non-native-speaking students. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Language (20th, Anaheim, CA, March 3-8, 1936) [ERIC ED 285 380]

Two student compositions written in English (by one Chinese and one Korean) were evaluated by 178 professors at the University of California at Los Angeles. From the error-analysis and findings, the learners' acquisition of English as a second language is examined. (EDS/AA)

Schachter, J. (1979). Reflections on error production. [ERIC ED 205 011]

A research project is discussed involving the collection of production data from writing samples of 375 adult learners of English divided equally among five language backgrounds: Arabic, Chinese, Japanese, Persian, and Spanish. Three error type characteristics and two learning patterns are described. It is argued that neither the error type characteristics nor the learning patterns would have emerged if total production, total error production or error types had been considered in isolation.

Sou, M. T. (1977). "It"--Its uses and difficulties for Chinese students of English as a second language. TESL Talk, 8(4), 11-9.

"It" as a personal pronoun is used in many expressions without reference to persons or things. Chinese students of English as a second language find the different uses hard to understand. The differing uses of "it" in English and Chinese and errors made by Chinese students are discussed.

Yu, V. W. S., & Atkinson, P. (1988). An investigation of the
language difficulties experienced by Hong Kong secondary
school students in English-medium schools: I The problems.
Journal of Multilingual and Multicultural Development, 9(3)
267-84.

This problem is investigated by examining the linguistic
competence of secondary school students (the native speakers of
Chinese) in English immersion courses. Case studies and error
analysis of the pupils' composition when writing in English to
argue, discuss or explain are presented. (EDS/AA)

Functions

Derwing, T. W. (1989). Information type and its relation to
non-native speaker comprehension. Language Learning, 39(2),
157-72.

A native speaker-nonnative speaker (NS-NNS) conversational
adjustment in the relative properties of information type was
examined for its relation to communicative success. NNS included
were 3 Chinese, 12 Vietnamese, and one Romanian. (EDS/AA)

Eisenstein, M., & Bodman, J. (1986). 'I very appreciate':
Expression of gratitude by native and non-native speakers of
American English. Applied Linguistics, 7(2), 167-85.

A research is done by examining the expressions of gratitude
produced by the native Chinese-, Russian-, Japanese-, Korean-
speakers of English as a second language and native American
English speakers to see the difference of the expressions between
NSs and NNSs. Suggested is that teachers of ESL should present
linguistic rules of use directly in the classroom or via
supervised practice activities, such as stimulations. (EDS/AA)

Kitao, S. K. (1987). Comprehension of indirect requests in
English by East Asian non-native speakers.
[ERIC ED 285 382]

A study (on 62 non-native speakers from China, Japan, Taiwan,
etc.) of the relationship of request comprehension with context
and experience with the language is reported. Based on the
result, the researchers focus on the learners' acquisition of
English as a second language and give their suggestions of
teaching English as a second language to the teachers. (EDS/AA)

Interlanguage, Transfer and Interference

Eckman, F. R. (1981). On predicting phonological difficulty in
     second language acquisition. <u>Studies in Second Language
     Acquisition</u>, <u>4</u>(1), 18-30.

Discusses the amount of influence that a learner's native
language have on the acquisition of a second language. Suggest
that some important properties of a learner's interlanguage (IL)
can be predicted, as shown by the different IL rules that
Cantonese and Japanese use in dealing with English work-final
voice contrasts.

Eckman, F. R. (1981). <u>Universals, typologies and
     interlanguage</u>. [ERIC ED 216 511]

Is it possible to characterize the notion human language in terms
of absolute and typological universals? And if so, what is the
relationship between these universals and those formulated for
primary languages? Interlanguage forms from native speakers of
Japanese, Mandarin, Spanish, and Farsi provide data for
investigation of these questions. The discussion also questions
whether the grammars of interlanguages obey the same constraints
as the grammars of primary languages. (EDS/ERIC)

Fuller, J. W., & Gundel, J. K. (1987). Topic-prominence in
     interlanguage. <u>Language Learning</u>, <u>37</u>(1), 1-18.

This study investigates the role of topic-comment structure in
the acquisition of ESL by adults. Subject pool includes native
American English-, Chinese-, Japanese- and Korean- speakers. The
results support the hypothesis that L2 acquisition is
characterized by an early topic-comment stage, independent of the
learner's native language. (EDS/AA)

Light, T. (1977). Clairetalk: A Cantonese-speaking child's
     confrontation with bilingualism. <u>Journal of Chinese
     Linguistics</u>, <u>5</u>(2), 261-75.

The subject of this article is a Cantonese-speaking infant who
arrived in the U.S. at 16 months. At 19 months, three striking
anomalies marked her Cantonese speech. These anomalies are
discussed; it is proposed that their origin may have been her new
English-speaking environment.

Master, P. (1988). <u>Acquiring the English article system: A
     cross-linguistic interlanguage analysis</u>. Paper presented at
     the Annual Meeting of the Teachers of English to Speakers of
     Other Languages (22nd, Chicago, IL, March 8-13, 1988)
     [ERIC ED 298 768]

A study examined second language article acquisition by analyzing
the spoken interlanguage of speakers of five different native
languages, three with no article system (Chinese, Japanese and
Russian) and two with article systems (Spanish and German). From
the findings, the acquisition of English article system is
examined. (EDS/AA)

Mohan, B. A., and Lo, W. A. Y. (1985). Academic writing and
    Chinese students: Transfer and developmental factors. TESOL
    Quarterly, 19(3), 515-34.

Contrary to the view that organizational problems in academic
writing by L2 learners is a result of first language
interference, the paper pinpoints the importance of positive
transfer of native language and developmental factors such as
previous education in the composition process of academic
writing. (EDS/LL)

Ritchie, W. C. (1986). Second language acquisition research
    and the study of non-native varieties of English: Some
    . issues in common. World English, 5(1), 15-30.

Proposed is a study in which basilectal and acrolectal Singapore
English is presented as being able to contribute to a better
understanding of second language acquisition and use, emphasizing
the operation of the monitor and specifications of the hierarchy
of difficulty in the acquisition of syntactic structures.

Schachter, J. & Rutherford, W. (1979). Discourse function and
    language transfer (Working papers on bibligualism, No. 19).
    [ERIC ED 184 342]

Data delimited by the phonology-to-semantics framework of
mainstream linguistics are inadequate to account for the subtle
influences of first language (L1) upon second language (L2).
Unique errors for which there is no L1 correlate are found in
samples of written English produced by Japanese and Chinese
second language learners. This is due to a variety of language
transfer from L1 function to L2 form.

Wong, S. C. (1983). Overproduction, under-lexicalization and
    unidiomatic usage in the make-causatives of Chinese
    speakers: A case for flexibility in interlanguage analysis.
    Language Learning and Communication, 2(2), 151-65.

An attempt to identify and account for the problem of errors
(overproduction, under-lexicalization, and unidiomatic usage)
involving make-causatives among Chinese students of ESL.
Analysis of make-causatives produced by Chinese students in
written essays (N=75) and the corresponding patterns in Chinese
suggests that syntactic transfer is a basis for overproduction.
It is further suggested that this tendency results from a more

basic kind of transfer: the tendency to spell out semantic relationships in Chinese is carried over to English. (EDS/LLBA)

Wu, Y. A. (1985). Code-mixing by English-Chinese bilingual teachers of the People's Republic of China. World English, 4(3), 303-17.

A study was conducted among Chinese-English bilingual teachers from the People's Republic of China to find the sociolinguistic and psychological factors affecting their choice of codes. Results showed that linguistic transfer occurred at the lexical, phrasal, clausal and sentential level, but not at the morphemic level. (EDS/AA)

Young, R. (1988). Variation and the interlanguage hypothesis. Studies in Second Language Acquisition, 10(3), 281-302.

A multivariate model is proposed and applied to the analysis of variation in the acquisition of the English s-pluralization rule by native speakers of Chinese. Three major groups of factors are shown to influence variation: stage of acquisition, linguistic environment, and communication redundancy. (EDS/AA)

Zepp, R. A. (1987). The transfer of logical principles from second language to first language. Psychologia, 30(1), 49-52.

Reported is a study in which logical principles learned in English by native speakers of Chinese appear to be transferred back to the native language. From the findings, we are able to examine their acquisition of English grammatical structure. (EDS/AA)

Zhou, Z. P. (1987). The two faces of English in China: Englishisation of Chinese and nativisation of English. World English, 6(2), 111-25.

With language contact comes linguistic interinfluence. Two manifestations of English-Chinese interinfluence are the Englishisation of Chinese and the nativisation of English, which can both be perceived at the phonological, morphological, semantic and syntactic levels. Based on the discussion of this interinfluence, the acquisition of English syntax for Chinese-speaking learners might be examined. (EDS/AA)

Learning Strategies and Patterns

Boyle, J. P. (1987). Memory and foreign language ability.
 <u>British Journal of Language Teaching</u>, <u>25</u>(3), 167-72.

An attempt was made to determine whether distinct factors of
memory could be isolated or whether the memory element in
language comprehension would be incorporated into more general
aspects of linguistic proficiency. Subjects are 250 first-year
bilingual Cantonese-English University students. (EDS/AA)

Brutten, S. R., & others. (1985). Music and memory: Preditors
 for attained ESL oral proficiency. <u>Language Learning</u>,
 <u>35</u>(2), 299-314.

This article presents the results of an empirical concurrent
validation study in which measures of musical ability (pitch,
loudness, and rhythm), auditory discrimination and memory are
used to account for variance in attained ESL oral proficiency.
Subject pool includes Chinese, Japanese, Spanish, etc. (EDS/AA)

Chandrasegaran, A. (1986). Exploratory study of ESL students'
 revision and self-correction skills. <u>RELC Journal</u>, <u>17</u>(2),
 26-40.

Investigated are the revision and self-correction capability of a
group of university students (from Chinese and Malay medium
schools) for whom English is a second language. From the
findings, their acquisition of English grammar are examined and
suggestions are made for teachers to help them acquire the
capability of revision and self-correction. (EDS/AA)

Chiang, J., & Costello, J. R. (1983). The acquisition of syntax
 in first and second language learning. <u>International Review
 of Applied Linguistics in Language Teaching</u>, <u>21</u>(1), 19-33.

Reported are data drawn from a written test given to 475 junior
and senior high school students in Taiwan studying English as a
second language. Results are compared with those obtained by
Chomsky in order to point out first- & second-language
acquisition differences. A considerable difference is found
between language capacity in children learning their native
language, and children and adults learning a second language.
(EDS/QX)

Fabris, M. T. (1978). The acquisition of English grammatical
 functors by child second language learners. <u>TESOL
 Quarterly</u>, <u>12</u>, 482-83.

Seven children (aged 8 to 9) from three language backgrounds
(Tagalog, Cantonese, Korean) learning English in formal

environment were administered an oral test--a conversation about
a picture story--at 1-month intervals over a 6-month period.
Similarity in subject performance supports the hypothesis that an
innate mechanism directs second-language acquisition, while use
of various learning is a creative process. Teaching and research
implications are given. (ERIC/LL)

Huang, X. H. (1984). An investigation of learning strategies in
     oral communication that Chinese EFL learners in China
     employ. [ERIC ED 249 796]

The paper examines the learning strategies in oral communication
employed by Chinese students of English as a second language in
China. It identifies general methods and specific techniques for
oral ability improvement, and estimates the effects of some on
achievement. The findings confirm several good learner
strategies proposed by Rubin-Stern-Naiman inventories.
(EDS/ERIC)

Huang, X. H., & van Naerssen, M. (1987). Learning strategies
     for oral communication. Applied Linguistics, 8(3), 287-307.

This is a report on several aspects of a research study designed
to investigate the learning strategies in oral communication
employed by Chinese EFL students in the People's Republic of
China. The results support the critical role of functional
practice in language learning. (EDS/AA)

Hull, P. V. (1987). Bilingualism: Language and personality
     shift. Paper presented at the Annual Meeting of the West
     Psychological Association (Long Beach, CA, April 23, 1987)

Reported was a study of the relationship of bilingualism to
personality traits. Subjects included were Chinese-English and
Spanish-English coordinate bilingual adults. The results were
interpreted as clear evidence for the existence in bilinguals of
differing cognitive processes in the two languages (Native
Language-Target Language). (EDS/AA)

Johnson, J., & Newport, E. L. (1989). Critical period effects
     in second language learning: The influence of maturational
     state on the acquisition of English as second language.
     Cognitive Psychology, 21(1), 60-99.

An examination is made of whether there is an age-related effect
in acquisition of the grammar of a second language, and whether
experimental or attitudinal variables might explain n any such
effect. Examines are 46 native Chinese or Korean speakers
learning English as a second language. (EDS/AA)

Saville, T. M. (1987). Private speech: Second language learning during the 'silent' period. Papers and Reports on Child Language Development, 26, 104-15.

An examination is done by attaching wireless radio microphone to native speakers of Chinese, Japanese, and Korean (aged 3-8). The findings provide extensive evidence that the children are actively applying various learning processes and strategies in their what called 'silent' period. Their speech behaviors show the phenomena of acquisition, reflection, comprehension and conscious learning (pattern drills, grammatical practice). (EDS/AA)

Wilcox, G. K. (1978). The effect of accent on listening comprehension: A Singapore study. English Language Teaching Journal, 32(2), 118-27.

A study was conducted at Nenyang University in Singapore with Chinese-educated students who supposedly received 12 years of instruction in English but who were still deficient in the language. Comprehension of four different English accents were test, and two tests of measuring aural comprehension were compared.

Phonology

Avery, P., & others. (1987). Specific pronunciation problems. TESL Talk, 17(1), 81-116.

Presented are common pronunciation problems experienced by learners of English as a second/foreign language, who are native speakers of Chinese (Cantonese), Vietnamese, Spanish, Portuguese, Italian, Polish, Greek, and Punjab. (EDS/AA)

Brutten, S. R., & others. (1987). Identifying discrepant item response patterns (Item Bias) in a measure of ESL subjects control of the (D) and (Z) morphemes. [ERIC ED 281 360]

In a study of the detection of the test item bias, Chinese- and Spanish- speakers were administered a measure of pronunciation accuracy for the (d) and (z) morphemes. The performance of other items were provided. Analyses of variance indicated a significant effect for the choice of allomorph and the stem final place of articulation for the conditioning of the allomorphs. (EDS/AA)

Catran, J. (1986). How to speak English without a foreign accent (Oriental edition). [ERIC ED 268 843]

This transcript and guide of a two-cassette course is designed to assist immigrants from the Asian-Pacific areas of China, Japan, Taiwan, Korea, and Vietnam eliminate their foreign accents. The guide includes narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties and provide opportunities for corrective practice. (EDS/ERIC)

Chen, C. Y. (1976). Pronunciation of English by students from the Chinese stream in Singapore. Some salient features. RELC Journal, 7(2), 54-60.

The English pronunciation of 7 students was studied. A speech habit shared by most of them is the sporadic addition or omission of one or more consonants at the end of a word (examples). Some areas of difficulty are specified.

Fokes, J., & Bond, Z. S. (1989). The vowels of stressed and unstressed syllables in nonnative English. Language Learning, 39(3), 341-74.

This research is on the examination of nonnative and native American English speakers producing two-, three- and four-syllable words in isolation and in sentences. NNS included are Chinese, Japanese, Spanish, Hausa, Farsi. (EDS/AA)

Henly, E., & Sheldon, A. (1986). Duration and context effects on the perception of English /r/ and /l/: A comparison of Cantonese and Japanese speakers. Language Learning, 36(4), 505-22.

This study examines the role that duration plays in the perception of a new phonemic contrast, namely English /r/-/l/ by Cantonese speakers. The results show that increased duration of the acoustic signal is not significant to facilitate perception of English liquids by Cantonese speakers. (EDS/AA)

Juan, H. S., & Huah, K. L. (1976). Aural discrimination difficulties of Hong Kong, Malaysian and Singaporean Chinese. RELC Journal, 7(1), 53-63.

The critical difficulties Chinese speakers encounter listening to spoken English were studied. Students were from Hong Kong, Malaysia, and Singapore. 23 were speakers of Cantonese 22 of Hokkien, and 3 of other dialects.

Lee, M. S. (1976). Pronunciation problems are different and similar among Cantonese and Mandarin Speakers. TESL Reporter, 9(4), 3-6.

Some similarities and differences between Cantonese and Mandarin which might have an important effect on the language acquisition process of speakers whose native dialects are Cantonese and Mandarin are described. (EDS/LLBA)

Ortmeyer, C. R. & Goldstein, B. L. (1980). Comparing modes of instruction used in learning to listen to and understand English as a second language. [ERIC ED 202 240]

This research is a practical investigation of the effectiveness of the methods and modes which have been used to increase the listening comprehension skills of Chinese speakers learning English as a second language (ESL). It was hypothesized that the audio mode, without visual representation, would be more effective than the video for learning to listen to and understand ESL. An analysis of the data confirmed the working hypothesis, but it is suggested that the results be interpreted with caution. (EDS/ERIC)

Ortmeyer, C., & Boyle, J. P. (1985). The effect of accent differences on comprehension. RELC Journal (Singapore), 16(2), 48-53.

Several research studies support the position that the accent which is best understood in ESL/EFL situations is the accent of a good local speaker of English rather than the accent of a standard native speaker. An experiment conducted in Hong Kong with native Chinese speakers arrived at a different conclusion. This experiment is done with 250 subjects through listening tests and dictation. (EDS/AA)

van Els, T., & de Bot K. (1987). The role of intonation in foreign accent. Modern Language Journal, 71(2), 147-54.

Dealt with this article is the question of what role intonation (here defined narrowly as "change of pitch over time") plays in a foreign accent. The examination is done with native Chinese-(Cantonese-), Japanese- and American English- speakers. (EDS/AA)

Reading

Biederman, I., & Tsao, Y. (1979). On processing Chinese
    ideographs and English words: Some implications from troop
    test results. Cognitive Psychology, 11, 125-35.

When Chinese adults tried to name the color of characters which
represented conflicting color words, they showed greater
interference than did English speaking readers of the same task
in English. This effect cannot be attributed to bilingualism.
There may be fundamental differences in the perceptual demands of
reading Chinese and English.

Block, E. (1986). The comprehension strategies of second
    language readers. TESOL Quarterly, 20(3), 463-89.

The study reported in this article used think-alouds to examine
the comprehension strategies used by college-level students, both
native and non-native speakers of English. Some strategies used
by ESL and native speaking readers were described. The results
showed that think-alouds were a useful learning tool, as they
focused the readers' attention and helped them to teach
themselves. (EDS/AA)·

Field, M. L. (1984). A psycholinguistic model of the Chinese
    ESL reader. [ERIC ED 274 178]

Chinese students' reading strategies are shaped by their cultural
assumptions and by the background information, or lack of it,
that they bring to the arterial. Most important, their reading
strategies are influenced by (1) traditional methods of reading
that have let to investigating each work without always
understanding the general concepts of the work, and (2) an
attitude toward literature that s=assumes a philosophical meaning
of depth and significance, slowing the reading process and
possibly causing the student to use concrete strategies when they
are not needed. (EDS/ERIC)

King, T. W. (1987). Text modifications in ESL reading
    comprehension. RELC Journal, 18(2), 31-44.

A study is reported on the comparison between the effects of text
version and form level as factors in reading comprehension. The
subjects included in this study are Chinese- (Cantonese-)
speaking learners of English as a second language. Results
indicate the acquisition of the syntax in target language
influences the learners' reading comprehension. (EDS/AA)

Mae, C. C., & Loritz, D. J. (1976). Even Chinese ideographs are
    phonologically encoded in short-term memory.
    [ERIC ED 139 256]

Three main issues relating to the question of silent speech in
reading are considered: (1) How do Chinese speakers proces
Chinese ideographs in short-term memory? (2) How is Chinese
students' learning of written English affected by the transition
to an alphabetic language? (3) Are the strategies for encoding
written words in short-term memory different for students of
diverse language backgrounds? Implications for the acquisition
of reading are discussed in terms of a two-stage model.
(EDS/ERIC)

Mae, C. C., & Loritz, D. J. (1977). Phonological encoding of
    Chinese ideographs in short-term memory. Journal of
    Learning, 27(2), 341-52.

twenty-two Cantonese-speaking Chinese students and 16 Spanish-
speaking students were tested for short-term memory encoding
strategies on work-recognition tests. Chinese speakers were
found to encode Chinese ideographs phonologically, but both
Chinese and Spanish learners of English were found to encode
English words visually.

Zhang, J. (1988). Reading miscues and 9 adult Chinese learners
    of English. Journal of Reading, 32, 34-41.

This study identifies the miscues adult Chinese learners of
English typically make in their reading, the positive and
negative impact of L1 influence on their foreign language
reading, and the role language development plays in reading
comprehension. (EDS/AA)

Syntax

Bardovi, H. K., & Bofman, T. (1989). Attainment of
    syntactic and morphological accuracy by advanced language
    learners. Studies in Second Language Acquisition, 11(1),
    17-34.

An examination of the relationship between syntactic development,
or complexity, and overall accuracy evidence in the written
English of advanced adult foreign-language-learners across 5
language groups: Arabic, Chinese, Korean, Malay, and Spanish.
(EDS/AA)

(35)

Chan, J. (1986). An investigation of the patterns of learning English interrogative structures by EFL learners in China. Master's Thesis, The Chinese University of Hong Kong. [ERIC ED 297 572]

A study, investigating the patterns in which Chinese learners of English as a second language learn English interrogative structures, focused on four major classes of English questions (yes/no, wh-, alternative, and embedded) categorized into seven structural types. The findings suggest that Chinese ESL learners undergo question-learning processes similar to those of ESL learners from other linguistic backgrounds. (EDS/AA)

Flynn, S., & Espinal, I. (1985). Head-initial/head-final parameter in adult Chinese L2 acquisition of English. Second Language Research, 1(2), 93-117.

The role of the head-initial/head-final parameter in adult second-language acquisition of English was explored in a study in which adult native speakers of Chinese were tested in their elicited production of complex sentences and subordinate clauses. (EDS/AA)

Gorrell, P., & Chen, Q. (1988). Minimal commitment parsing: Two examples from Mandarin. Proceedings-Eastern States Conference on Linguistics (ESCOL), 5, 175-86.

Some recent investigations of structural ambiguity in English are examined as they are related to the Mandarin data showing the acquisition of English in sentence structure of Chinese-speaking learners of English as a second language. (EDS/AA)

Gundel, J., & others. (1985). Acquiring pronouns in a second language: Evidence for hypothesis testing. Studies in Second Language Acquisition, 6(2), 215-25.

Uses data from English-speaking children learning French in the Toronto French Immersion Programs evidence to support the 1981 study but Gundel and Tarone on the acquisition of pronouns by Chinese- Spanish-speaking adults learning English. This study concluded that the acquisition of direct object pronouns proceeds in three stages.

Margaret, T. (1989). The interpretation of English reflexive pronouns by non-native speakers. Studies in Second Language Acquisition, 11(3), 281-301.

Ninety-six second language learners (including Chinese-speaking learners) of English responded to a 30-item multiple-choice questionnaire requiring them to identify the antecedent of a reflexive pronouns. The results show that the second language learners do not seem to transfer first language grammar into the

second language, nor do they recapitulate the course of first acquisition. (EDS/AA)

Schumann, J. H. (1986). Locative and directional expressions in basilang speech. Language Learning, 36(3), 277-94.

Analysis of basilang speech (in terms of word order, reference to time and reference to space) of Chinese, Spanish, and Japanese speakers of English as second language indicated that original subjects tended to use prepositions and that Spanish-speaking subjects tended to use 'in' to express most locative meanings. (EDS/AA)

Yau, M. S. S. (1983). Syntactic development in the writing of ESL students. [ERIC ED 234 618]

The development of English syntactic maturity was investigated among Chinese secondary school students learning English as a second language. Narrative and expository compositions written by 60 students at three grade levels were analyzed for increases in T-unit length, clause length, number of clauses per T-unit, and the use of nominals, adverbials, and coordinations within T-units.

Vocabulary and Morphology

Boyle, J. P. (1987). Sex differences in listening vocabulary. Language Learning, 37(2), 273-84.

First language studies show boys are superior to girls in listening vocabulary, though girls are otherwise superior in language ability. A second language study used 2 sets of Chinese college students. Ten tests for proficiency in English and two listening vocabulary tests (described in text) yield similar results. This may be concerned with the acquisition of morphology. (EDS/AA)

Gui, S. C. (1982). A survey of the size of vocabulary of Chinese students. Language Learning and Communication, 1(2), 163-78.

A survey is described which aimed to discover the vocabulary size of Chinese students of English as a guide to syllabus and materials designers. The survey reveals that the first two years of tertiary education is the appropriate time to greatly expand the students' vocabulary. (EDS/LT)

Huckin, T. N., & Jin, Z. (1986). Inferring word-meaning from
     context: A study in second language acquisition.
     Proceedings-Eastern States Conference on Linguistics
     (ESCOL), 3, 271-80.

ESL texts generally give little attention to the teaching of
vocabulary. New words may be learned directly through dictionary
look-ups. It is suggested that inference is a useful supplement
to traditional direct learning method. The research is done on
advanced-level Chinese graduate students learning English. The
findings suggest that except using contextual clues to guess word
meaning, instruction in various discourse patterns could be
effective, too. (EDS/AA)

Jin, Z. Y. (1982). Difficulties in learning English for Chinese
     students. TESL Talk, 13(3), 87-91.

Explains three elements of English that are particularly
difficult for Chinese students to learn: the use of articles,
which has no equivalent in Chinese; expression of tense, for
which there is no Chinese equivalent; and the concepts of time,
locality, and direction inherent in English usage prepositions.

Marckworth, M. L. (1978). Knowledge of some derivational
     processes in two samples of bilingual children. Canadian
     Modern Language Review, 34(3), 525-36.

A report on a study concerning the bilingual child in a
monolingual community. It investigates the acquisition of a set
of English derivational morphemes by bilingual children and the
effect of external factors, such as school, exposure time, age
and home, in the children's language experience.

Perkins, K., & others. (1986). Derivational complexity and item
     difficulty in a sentence repetition task. Language
     Learning, 36(2), 125-42.

This paper reports the results of an analysis to determine
whether derivational complexity is a determinant of item
difficulty in a sentence repetition task. 50 ESL subjects
include native Chinese-, Japanese-, Arabic-, Korean-, and Malay-
speakers. (EDS/AA)

Writing and Contrastive Rhetoric

Arndt, V. (1987). Six writers in search of texts: A
    protocol-based study of L1 and L2 writing. ELT Journal,
    41(4). 257-67.

An exploratory study of the composing activities of Chinese
postgraduate English-as-a-foreign-language students as they
produced academic written texts in both their first and foreign
languages revealed that there was considerable variation among
writers in their approach to the task of producing written text
and a limited awareness of the nature of the task.

Bernald, A. M., & Winnie, A. L. (1985). Academic writing and
    Chinese students: Transfer and developmental factors. TESOL
    Quarterly, 19(3), 515-34.

An exam was made on the developmental factors on academic writing
in second language (English) from first language (Chinese). The
results indicated that learners' writing problems are
sentence-level problems and prove that their native literacy and
educational experience as factors influencing the development of
academic writing ir a second language. (EDS/AA)

Chang, V. W. (1987). Paragraph structure in Chinese and
    English: A pilot study. Studies in English Literature and
    Languages, 13, 171-88.

A study investigated the question of whether Chinese and English
have specific paragraph structures that writers use in their
writing. Results showed that generally there was agreement in
paragraph structure among English students; however information
regarding Chinese paragraph structure was inconclusive. (EDS/AA)

Hu, Z., & others. (1982). Some linguistic differences in the
    written English of Chinese and Australian students.
    Language Learning and Communication, 1, 39-49.

Compares the written English of Chinese ESL student sand native
English-speaking Australian students. Analyzes the texts for
four semantic components: experiential, interpersonal, textural,
and logical. Also analyzes the errors made by both groups. (LL)

Johns, A. M. (1984). Textual cohesion and the Chinese speaker
    of English. Language Learning and Communication, 3(1), 69-
    74.

Described is a project designed to help Chinese teachers of
English acquire better writing skill. Emphasis is placed on the
selection of cohesive items in paragraph construction. Students
were found to have difficulty with conjuncts, particularly the

adversative conjunct. (EDS/AA)

Johns, A. M. (1986). The ESL student and the revision process:
     Some insights from schema theory. Journal of Basic Writing,
     5(2), 70-80.

Described are instructional techniques, based on schema theory,
which enable English as a second language students to revise
their writing to meet the expectations of English-speaking
readers.   Illustrated is this approach by examining a
Chinese-speaking student's first revision of an essay. (EDS/AA)

Leung, L. S. K. (1984). The relationship between first- and
     second- language writing. Language Learning and
     Communication, 3(2), 187-202.

A study of the relationship between L1-Chinese and L2-English
writing in a population of secondary school students. Analysis
revealed a close relationship between L1 and L2 writing. some L2
writing problems can be traced to L1 problems. (EDS/AA)

Lu, J. H. T. (1977). Form and agreement vs. function word.
     Journal of the Chinese Language Teachers Association, 12(3),
     221-5.

Attempts to show that study of the differences between English
and Chinese can help account for the difficulties Chinese
speakers have in learning English and vice versa. Discussion
focuses on: How do they differ from each other?

Mohan, B. A., & Au, Y. L. W. (1985). Academic writing and
     Chinese students: Transfer and developmental factors. TESOL
     Quarterly, 19(3), 515-34.

Discusses academic writing as it is learned by chinese students
of English as a second language (ESL), and critiques Kaplan's
claim that ESL students writing expository prose in English will
show organizational patterns different from those of native
speakers. Developmental factors in second language learners'
writing are discussed.

Norment, N., Jr. (1982). Contrastive analyses of organizational
     structures and cohesive elements in English, Spanish (ESL)
     and Chinese (ESL) students' writing in narrative and
     expository modes. [ERIC ED 269 764]

A study examined the differences and similarities in the
relationship between the organization of written English produced
by native Chinese, English, and Spanish speaking adult college
students when they wrote in the narrative and expository modes.
Specifically, the study explored the kinds of cohesive devices
that operated in the English text and determined the presence of

these devices in the subjects' writing. (EDS/ERIC)

Taborek, E. A. E. (1984). To seal up one's mouth three times:
    understanding the education and linguistic differences that
    confront Chinese students in ESL writing classes. TESL
    Talk, 15(3), 88-95.

Discusses the English writing difficulties experienced by native
Chinese students in Canadian universities. Since they have
little experience in creative or free writing, conforming to a
western format of writing style is a problem which should be
dealt with initially by a very basic understanding of Chinese
culture and language.

PEDAGOGY

Cultural Factors

Boyle, J. P. (1981). Facing reality in university English
     teaching in Hong Kong. [ERIC ED 215 577]

This paper focuses on those aspects of which teachers must be
aware when teaching university students in Hong Kong. These
aspects include cultural fact rs, the influence of political,
social, and educational developments in Hong Kong over the years,
and the students' feelings of achievement in attending the
university. The fact the these students are caught between two
cultures is reflected in the way they are caught between English
and Chinese. (EDS/ERIC)

Chan, I. (1976). The Chinese immigrant: Language and cultural
     concerns. TESL Talk, 7(3), 9-19.

Administrators and teachers must be more understanding of the
linguistic and cultural problems that Chinese students in Canada
face. They are potentially very good English language learners.
Their families emphasize academic achievement. If special
attention is given to their problems, they will be successful
students.

Denman, M. E. (1984). Those students at the middle of the
     earth. Journal of General Education, 36(2), 141-49.

Provides a personal account of the author's experiences teaching
English in the People's Republic of China. Discusses Chinese
students' interests concerning American students, vocabulary and
language, US life and customs, comparisons between Chinese and US
life, and the author's life and attitudes, as revealed through
the questions they asked.

Murray, D. M. (1981). Culture trading on the old silk road.
     Today's Education, 70(4), 15-17.

An American professor of English on an exchange trip to a
provincial Chinese university describes his experiences. His
Chinese students are diligent, polite, studious, and eager for
any opportunity to practice their English. Culture trading is
sometimes difficult but can have great rewards for an American
teacher. (EDS/ERIC)

Peterson, M. L. (1983). The Indo-Chinese refugee child in Iowa: Talking with the teachers. Contemporary Education, 54(2), 126-129.

Iowa teachers reflect on some of their experiences in teaching English as a second language to children of Indo-Chinese refugees who have settled in that state. Teachers must bridge the cultural gap between the child and his/her new nation.

Selman, M. (1978). Exercises to bridge the Chinese language and cultural gap. TESL Talk, 8(1), 68-70.

The linguistic and cultural needs of Chinese students should be considered in English as a second language classes. A job interview is used as a social situation for an exercise to practice sentences demonstrating correct Canadian social usage.

Qin, X. B. (1983). Cross-cultural differences and the teaching of English as a foreign language. TESOL Journal, 4, 54-60.

A Chinese student of English is often faced with culturally based differences in denotation and connotation, idioms and proverbs, habits, and formulaic use of language. A culture-oriented curriculum in language teaching is preferable. In addition, students' cultural exposure should be an integral part of the language curriculum. The teacher should act as a catalyst in his cultural awareness process, helping students maintain a distance from both the Chinese and English cultures.

Tinberg, H. B. (1986). Language and estrangement: Lesson from the People's Republic of China. The English Journal, 75(7), 46-50.

Examined are some problems encountered by a visiting professor of English literature at a U. in China. The Chinese teach both intensive and extensive reading skills in universities. Teachers of English both abroad and in the US are urged to examine the texts they use carefully and make sure they are appropriate and effective for the particular group of students. (EDS/AA)

Yu, C. (1984). Cultural principles underlying English teaching in China. Language Learning and Communication (Zhonging Yuwen Jiaoxue), 3(1), 29-40.

Chinese teachers of English have often been disappointed by the lack of native-language environments available for their students, by student attitude, and by the lack of knowledge o;f current language teaching methods. The problems are analyzed and suggestions made.

Curriculum Design and Material Development

Hollerbach, W. (1985). <u>Foreign language instruction in the elementary school</u>. A summary report for the Alaska Department of Education. [ERIC ED 258 444]

Three sections are included in this paper. The first section discusses the rationale for foreign language instruction. The second section examines program format choices: immersion, FLES and FLEX. The third section discusses language choices, and presents the cases for French, German, Japanese, Chinese, etc. Suggestions for appropriate approaches and materials are presented. (EDS/AA)

Johns, A. M. (1983). <u>Some comments on the nature of Chinese ESP coursebooks</u>. [ERIC ED 232 478]

English for specific purposes (ESP) coursebooks compiled by writers in the People's Republic of China are described. Eight textbooks are examined focusing on their common features in terms of reading passages, reliance upon Chinese language, focus upon the Chinese environment, emphasis upon structural grammar, focus upon vocabulary, rhetorical modes of passages, exercises types and skills emphasis.

Kwok, I. (1977) <u>Chinese children's songs</u>. [ERIC ED 144 387]

Singing can be an enjoyable and effective way to motivate children to learn a second language. This booklet consists of contemporary and folk songs that are related to Chinese festivals, transportation, the family seasons, Christmas and other topics. Each page gives the music to a song with the words in Chinese and in English. The songs are illustrated with black-and-white drawings. A cassette of the songs was developed to accompany this booklet.

Lee, A. (1979). <u>The earth's treasure: Soil</u>. [ERIC ED 188 495]

This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Bilingual Pilot Program. It is designed for limited and non English speaking students. The unit is on kinds of soils and how poor soil is made better. Activities, experiments, and a list of main terms in both languages are included. (EDS/ERIC)

Lee, A. (1979) <u>The sun-the planets-the moon</u>. [ERIC ED 188 496]

This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Englingual Pilot Program. It is designed for limited and non

English speaking students at the Middle school level. The three
sections of the unit cover the sun, the planets, and the moon.
At the end of each section, a list of main terms in Chinese and
English, activities, and experiments are included.

Philson, R. M. (1984). Distance education and English teaching
    in China. Language Learning and Communication (Zhongying
    Yuwen Jiaoxue), 3(2), 175-85.

The increased emphasis on instruction of English as a second
language in the P.R. China has led to a need to supplement the
relatively small number of available teachers. THis had led to
the distance teaching through a TV university programs or through
various available radio programs. (EDS/AA)

Selman M. (1978). Exercises to bridge the Chinese language and
    cultural gap. TESL Talk, 9(1), 68-70.

The linguistic and cultural needs of Chinese students should be
considered in English as a second language classes. A job
interview is used as a social situation for an exercise to
practice sentences demonstrating correct Canadian social usage.

van Naerssen, M., & Riggenbach, H. (1987). Evaluation oral
    skills in an ESP program: Native English-speaking scientists
    respond to Chinese scientists' English. English for
    Specific Purpose, 6, 219-32.

Speech samples of Chinese scientists studying in an intensive ESP
program were evaluated by native English-speaking professional
peers. The focus of this research paper was the methodology
involved in this study. This paper might·be of particular
interest to those involved in ESP program design and development.
(EDS/AA)

Wang, M. (1987). On introducing basic communication courses
    into China's foreign language curriculum. [ERIC ED 288 345]

A proposal is raised for introducing basis communication courses
into China's FL curriculum. Cultural issues that might affect
the introduction of communication courses are discussed,
including the relative emphasis on American culture,
characteristic Chinese student behavior, and the need for special
textbooks. (EDS/ERIC)

Young, R. & Lee, S. (1984). EFL curriculum innovations and
    teachers' attitudes. [ERIC ED 274 179]

This paper attempts to show that an effective and innovative
English as a foreign language (EFL) curriculum is contingent upon
the behavior and attitudes f the classroom teachers who carry out
that curriculum. A greater understanding of those attitudes was

sought in studies carried out in Hong Kong. Chinese teachers of
EFL participated in a workshop. Questionnaire results about the
workshop indicated that teacher behavior can be categorized as
either transmissive or as interpretive. (EDS/ERIC)

Zhu, J. (1984). Making use of news broadcasts. ELT Journal,
    38(4), 242-247.

Describes a method of exposing Chinese students to real spoken
English by the use of English language news programs. The
students start by reporting the number of items in the day's news
program and graduate to being able to discuss the details of the
broadcast.

Historical Background

Wang K. (1981). English and other foreign language teaching in
    the People's Republic of China. College English, 43(7),
    653-62.

Examines three historical periods of English instruction in China
(1862-1922, 1922-1949, 1949-present). Focuses on recent efforts
to upgrade foreign language instruction in Chins's schools at all
educational levels.

Wang, K. (1986). Teaching English as a foreign language in
    China. ESL Canada Journal, spec iss 1, 153-60.

The history and current status of teaching English as a foreign
language in China, including problems, solutions, and overall
objectives of TEFL, are discussed as well as teaching methods in
middle schools, colleges, and universities. (EDS/AA)

Methodology

Bishop, A. E. (1981). English language teaching by foreigners
    in Harbin, northeast China. [ERIC ED 214 396]

Three types of English classes conducted by foreigners in Harbin,
Northeast China, are described. These classes for English
teachers, for students, and for science teachers are described in
three separate chapters. A final chapter gives some indications

on other English language related activities foreign teachers are asked to engage in, such as lectures, making tape recordings, and advising English teachers. (EDS/ERIC)

Boyle, J. P. (1980). Teaching English as communication to Mainland Chinese. English Language Teaching Journal, 34(4), 298-01.

Discusses the use of an English for special purposes course to meet the communicative needs of a Chinese group in England. The needs included "survival" and "social" English and the need to speak academically ("specialist" English). Extracurricular activities included touring various spots in England.

Brennan, M., & Miller, W. J. (1982). Making an English language teaching videotape. English Language Teaching Journal, 36(3), 169-74.

The article introduces various steps in making videotapes by teachers themselves: (1) planning the format of the program; (2) organizing the students; and (3) using the finished videotape in the classroom. The time required and the types o;f language activities involved at each stage is discussed, and the pitfalls are mentioned. (EDS/AA)

Burnaby, B., & Sun, Y. (1989). Chinese teachers' views of western language-teaching: Context reforms paradigms. TESOL Quarterly, 23(2), 219-38.

Exploration of the views of 24 Chinese teachers of English on the effectiveness of 'western' language-teaching methods reveals their beliefs that the communicative approach was applicable to students planning to visit an English-speaking country. Suggestions are presented for helping teachers overcome sociolinguistic limitation in English proficiency and constraints on implementing communicative approaches. (EDS/AA)

Cheung, Y. (1984). The common base of the teaching of Chinese as a L1 and English as a L2. Language Learning and Communication (Xhongying Yuwen Jiaoxue), 3(1), 19-27.

Examined are points of contact between first- and second-language teaching with particular reference to the situation in HOng Kong. Conceptions of language are seen to affect the relative weight place on from and content in the teaching of both languages. Ways in which language teaching could be unified for both languages are considered. (EDS/AA)

Fillmore, L. W., & others. (1985). Learning English through
    bilingual instruction (Final report). [ERIC ED 259 579]

A three-year research project investigated the effects of
instructional practices and patterns of language use in bilingual
and English-only classrooms or general acquisition of English
language and development of English language skills. The
subjects were native Chinese- and Spanish- speaking students.
(EDS/ERIC)

Flower, K. (1983). Television English in China. Media in
    Education and Envelopment, 16(1), 48-50.

Describes development of the Central Broadcasting Television
University of China and, in particular, a course to teach English
as a second language. Technical problems of producing television
programs and how some of the pedagogical, ideological, and
cultural issues concerning this English course are gradually
being resolved are discussed.

Guthrie, L. F. (1983). Contrasts in teachers' language use in a
    Chinese-English bilingual classroom. [ERIC ED 275 140]

A study examined the language use of two teachers, one a native,
bilingual Cantonese-English speaker and the other a monolingual
English-speaker, as thy alternated teaching assignments between
two first grade classes in a Chinese-English bilingual education
program. The findings show that a monolingual teacher cannot act
as effectively as the bilingual, for the monolingual is not
familiar with language patterns that may cause confusion for
second language learners. (EDS/ERIC)

Ho, S. C. B. (1981) Comments on the structural versus
    functional syllabus crisis at school level in Hong Kong.
    English Language Teaching Journal, 35(3), 325-28.

Presents case in favor of using a structural-functional syllabus
for teaching English as a second language at all levels in the
Chinese-medium school, and for use of a functional-structural
syllabus at upper secondary levels in the English-medium school
in Hong Kong.

Ho, F. W. K. B. (1985). A diary study of teaching EFL through
    English and Chinese to early secondary school students in
    remedial English classrooms. [ERIC ED 269 984]

The diary account was received in light of English language
teaching literature and review, and four general observation are
made on the use of Chinese and English implications for English
language teaching and research methodology are examined.
(EDS/AA)

Li, X. (1984). In defense of the communicative approach. _English Language Teaching Journal_, _38_(1), 2-13.

A long tradition of teaching ?English as a foreign language exists in China. Possible reactions to the introduction of a communicative approach to English teaching are considered. Personal experiences in directing such a program and some problems that have been encountered are discussed. (EDS/AA)

Lin, A. M. Y. (1988). Pedagogical and para-pedagogical levels of interaction in the classroom: A social interfactional approach to the analysis of the code-switching behavior of a bilingual teacher in an English language lesson. _Working Paper in Linguistics and Language Teaching_, _11_, 69-87.

An audio-recorded English language lesson conducted by a Chinese-(Cantonese-) English bilingual teacher in a Hong Kong secondary school is analyzed. An attempt is made to identify how various communicative resources contribute to the negotiation of meaning. (EDS/AA)

Lu, L. D. (1985). A foreign language should be taught through the mother tongue. _World English_, _6_, 94-99.

Reported is that the direct method, as taught by native English speakers, is less effective with Chinese teachers. Suggested is that Chinese expressions should be given first by the teachers followed by the students' translation into English, then the correction by the teacher. And also suggested is that songs are a pleasant and effective way to remember language items, including idioms. (EDS/AA)

Maley, A. (1984). _On chalk and cheese, babies and bathwater and squared_ circles: Can traditional and communicative approaches e reconciled? [ERIC ED 274 177]

Many second language teachers in the People's Republic of China reject the communicative approach both unworkable and unnecessary in China. The strengths of the traditional approach can be used to support the communicative approach by: (1) using the traditional study scheme of preview, practice, and review but changing the content of each stage; (2) using traditional procedures but changing the content or manner of instruction; and (3) using students to teach each other. (EDS/ERIC)

Moffett, O. E. (1983). State of the art of foreign language education in the People's Republic of China. _Foreign-Language-Annals_, _16_(1), 13-17.

Foreign language teaching has made considerable progress in China in recent years, despite serious handicaps. A concerted effort is being made to overcome shortcomings and modernize teaching

methods. Barring further major political upheaval. China should achieve recognition as a leader in foreign language methodology before the turn of the century.

Owens, R. J. (1986). The teacher as communicator. Chinese University Education Journal, 14(1), 49-54.

This study maintains that recent developments in the teaching English as a second language or other language have shifted the emphasis from the teacher as a good communicator to teaching the learner to communicate. It provides guidelines for ensuring successful TESOL instruction. (EDS/AA)

Sticchi D. M. (1985). The use of L1 in language classrooms. Perspectives, 9(1), 8-14.

Non-native teachers of English often feel uneasy about using their native language in the classroom, but the native language may well serve a purpose. Two studies involve the languages of a Chinese teacher and an Italian teacher of English. The results
that comprehensibility of directions is an essential
site for classroom activities and L1 can make learning
her for the students. (EDS/AA)

van ..erssen, M., & others. (1984). How does a Chinese student like a thermos bottle? [ERIC ED 249 818]

The analysis of a study of classroom communication skills focuses on these communication features: total class time for teachers and students, student and teacher initiation of interactional frames, techniques used by students in initiating interaction, and nonverbal feedback from students. (EDS/AA)

Wang K. (1986). Teaching English as a foreign language in China. TESL Canada Journal [Special issue 1], 153-160.

The history and current status of teaching English as aa foreign language (TEFL) in China, including problems, solutions and overall objectives of colleges, and universities.

Wein, L. (1980). International perspective: English language instruction in China today. English Journal, 69(2), 13-14.

Based on observations and personal interviews, the author reports on the changing nature of English instruction in China. She notes that English instruction is very highly developed in China, with the first exposure to English occurring in the third grade; instruction continues inforeign language schools, universities, and vocational institutions.

White, C. J. (1988). Negotiating communicative language learning in a traditional setting. ELT Journal, 43(3), 213-20.

An approach to the teaching of English to adult students in a course in China aimed at opening up and developing the vocabulary of the students through a variety of text-related session of fluency-focused activities, and the hope was that through which students could become independent users of English. (EDS/AA)

Wildsmith, R. (1980). English language problems of Chinese students in South Africa. [ERIC ED 231 248]

The status of English as learned and used by Chinese students in South Africa was investigated to provide perspective on the language policy. A questionnaire was administered to 75 secondary school students attending schools that cater to Chinese students and general public schools for all groups. It is concluded the these students cannot be expected to achieve the same level of competence in English as native speakers.

Zhang, Z. (1988). From general English to EST: A proposal to reform China's service English teaching. TESL Canada Journal, 16(1), 51-59.

Described is English teaching in China, covering course materials, teaching activities and students' reactions, and noting an upsurge of interest in English for science and technology. Suggestions for preparing course materials, teaching and learners' testing are provided.

Zhuang, J. (1984). English teaching in China's colleges. [ERIC ED 245 565]

The political, cultural, and social factors that have influenced English language teaching in the People's of China's colleges are examined. A brief history of English teaching in China is presented. The influence of sociocultural factors in teaching material, methodology, teacher education, and learner behavior is discussed. continuing efforts to bring new materials, methodology, and cross-cultural communication to China are recommended. (EDS/ERIC)

Phonology

Brown, J. D., & Hilferty, A. (1986). The effectiveness of teaching reduced forms of listening comprehension. <u>RELC Journal</u> (Singapore), <u>17</u>(2), 59-70.

This classroom research investigates the effectiveness of teaching reduced forms (e.g. gonna for going to) for improving listening comprehension among EFL students in the People's Republic of China. The results indicate that teaching reduced forms does aid listening comprehension. (EDS/AA)

Brown, J. D., & Hilferty, A. (1986). Listening for reduced forms. <u>TESOL Quarterly</u>, <u>20</u>(4), 759-63.

Some recent English as a foreign language textbooks include materials on the reduced forms which refer to processes including contraction, elision, liaison, assimilation and reduction. A test was done with 32 Chinese-speaking advanced students after they had 4-week lessons of the selected English reduced forms. Results indicated that instruction did increase ability in integrative grammar. (EDS/AA)

Kalchen, J. E. (1988). <u>Mastering English pronunciation through literature</u>. Paper presented at the Annual Meeting of the International Conference on Language Teaching/Learning of the Japan Association of Language Teachers (14th, Port Island, Kobe, Japan, October 8-10, 1988)

This paper describes activities incorporating literature, music, and cultural materials that are used with foreign language (English) major at National Tsing Hua University (Taiwan) and make suggestions for their use in the pronunciation class. (EDS/AA)

Molholt, G. (1988). Computer-assisted instruction in pronunciation for Chinese speakers of American English. <u>TESOL Quarterly</u>, <u>22</u>(1), 91-111.

This article represents a synthesis of concepts from contractive phonology, speech processing, TESOL, and computer-assisted instruction for the purpose of improving the communication skills of international teaching assistants in U.S. colleges and universities. The focus is on the speakers of Chinese. (EDS/AA)

Reading

Fischer K. E. (1986). Teaching cloze-reading for ESL/EFL:
    Use and abuses. Paper presented at the Annual Meeting of
    the Teachers of English to Speakers of Other Languages
    (20th, Anaheim, CA, March 3-8, 1986) [ERIC ED 271 952]

The approaches used for reading instruction in the United States
and in the People's Republic of China are different and
incompatible. Experience in English classes in China suggests
that the cloze-reading approach produces some unexpected positive
results in language training and analysis, especially in the
written form of English. (EDS/AA)

Hui-Bon-Hoa, M. L. (1987). Teaching Chinese students to read
    and write about western literature: A study of two sophomore
    writing classed in National Taiwan University. Working
    Papers in Linguistic and Language Teaching, 10, 21-40.

Discussed is the development and implementation of a program to
teach English literature to students in National Taiwan U.
Described are the ways to address the problems: inadequate
mastery of the language, unfamiliarity with western methods of
literary study, etc. (EDS/AA)

Obsborne-Wilson, C., & others. (1989). Helping Chinese students
    in the literacy transfer process. Journal of Reading,
    32(4), 190-97.

This study aims to heighten teacher awareness of the semantic,
syntactic, and phoneme-grapheme transfer problems that Chinese
students face. It provides teaching suggestions involving
phonology, vocabulary, syntax, and morphology, and urges reading
teachers to use the visual modality to help make the transfer to
the English script system more successful. (EDS/ERIC)

Syntax

Elizabeth, R. (1986) The meaning and discourse function of
        past tense in English. TESOL Quarterly, 20(2), 267-86.

The past tense is often used inconsistently, even by very
advanced ESL learners. For Chinese or Indonesian, whose
languages have no past tense, there are lots of difficulties for
the learners to acquire the use of past tense. An analysis of
the meaning and discourse function of the past tense is

presented; suggestions are offered for teaching and practicing.
(EDS/AA)

Lar₂, S. (1981). <u>Determining the determiner: Aspects of
teaching "The" and "A" in ESL</u>. [ERIC ED 210 939]

This paper examines the aspects of teaching the structural and
semantic functions of the article in English. Writing samples
from native Chinese, Japanese, Korean, Spanish, Farsi, French,
Hebrew, Greek, Bengali and Arabic speaking ESL students
illustrate the problems that exist in understanding the use of
the determiner. Students are not aware of the particularizing
functions of the determiner. (EDS/ERIC)

Writing

Alptekin, C. (1988). Chinese formal schemata in ESL
composition. <u>British Journal of Language Teaching</u>, <u>26</u>(2),
112-16.

Described is a study showing how the classical Chinese world view
finds its way into Chinese students' writing compositions.
English teachers must help students progress from writing based
on reasoning and rhetoric indigenous to their own culture, to
writing in line with the thought and rhetoric patterns of the
English-speaking context.

Huang, G. F. (1985). The productive use of EFL dictionaries.
<u>RELC Journal</u>, <u>16</u>(2), 54-71.

An attempt is made to emphasize the value of using English as a
foreign language (EFL) dictionaries for production and by
presenting the linguistic difficulties that Chinese learners of
English have in writing, to show how EFL lexicographers which can
help users are still further with problems of production.
(EDS/AA)

Johns, A. M. (1984). Textual cohesion and the Chinese speaker
of English. <u>Language Learning and Communication (Zhongying
Yuwen Jiaoxue)</u>, <u>3</u>(1), 69-74.

Described is a project designed to help Chinese teachers of
English acquire better writing skills. Emphasis is placed on the
selection of cohesion items in paragraph construction. Students
were found to have difficulty with conjuncts, particularly the
adversative conjunct. (EDS/AA)

Kwok, H., & Chan, M. (1989). Creative writing in English: Problems faced by undergraduates in English Department, University of Hong Kong, Topics in Culture Learning (Vol. 3). [ERIC ED 116 470]

This article describes an undergraduate course in creative writing offered by the Department of English at the University of Honk Kong. Most students in the course have Chinese as a native language and have received their secondary education in English. This paper specifically deals with prose works, and focuses on the special problems faced by the students as a result of having to write in a second language. (ED/ERIC)

Larkin, G., & Shook, R. (1978). Interlanguage, the monitor, and sentence combining. [ERIC ED 169 779]

An experiment on relative clause formation involving Cantonese students who were learning English was conducted. The study sought to determine whether sentence combining exercises would help Chinese students construct long relative clauses instead of the short relative clauses that exist in their first language.. (EDS/ERIC)

Lay, N. D. S. (1978). Chinese thought and Chinese language: Effects on students' writings. [ERIC ED 166 275]

Because the conceptual and grammatical constructions of English and Chinese vary drastically, Chinese students often have difficulty learning to think and write in English. Because of the different structure of the Chinese language, the importance of articles, prepositions, and conjunctions in English should be emphasized. These and other suggestions for improving Chinese student's writing are made in this paper. (EDS/ERIC)

Leung, L. S. K. (1984). The relationship between first- and second-language writing. Language Learning and Communication (Zhongying Yuwen Jiaoxue), 3(2), 187-202.

A study of the relationship between L1-Chinese and L2-English writing in a population of secondary school students. Analysis revealed a close relationship between L1 and L2 writing . Some L2 writing problems can be traced to L1 problems. (EDS/AA)

Matalene, C. (1985). Contrastive rhetoric: An American writing teacher in China. College English, 47(8), 789-808.

Argues that a culture's rhetoric constitutes an interface where the prescriptions of the language meet the practices of the culture. Attempts to identify and suggest some of the differences between Chinese and Western rhetoric that confront an American writing teacher in China.

Wang S. C. (1988). What we do and don't know about Chinese
    learners of English: A critical review of selected research.
    RELC Journal, 19(1), 1-20.

A critical review of selected research on the learning of English
by Chinese speakers, focus on the difficulties they experience
and the variables determining their success in learning English.
Topics covered include phonology, morphology and syntax, the
typological transfer hypothesis, analysis of written and spoken
discourse. (EDS/AA)

Xu, G. Q. (1989). Instruction of EFL composition in China.
    [ERIC ED 304 019]

A discussion of the state of writing instruction in EFL in China
begins with a review of the history of instruction, and then
looks at the current situation in Chinese schools. It is
concluded that instruction in EFL composition does not currently
meet the need for writers of English in China. (EDS/ERIC)

(56)

****

SECOND LANGUAGE ACQUISITION FOR THAI LEARNERS

AN ANNOTATED BIBLIOGRAPHY

BY

TASSANEEYA ANUNTAMEK

WALAIPORN VITOORAVET

METTIYA KANCHANOMAI

EN 743

SECOND LANGUAGE ACQUISITION

DR. DAN J. TANNACITO

SPRING SEMESTER, 1990

****

INTRODUCTION

This annotated bibliography presents the English language situation in Thailand. It is divided into two parts. The first part is English teaching and learning in Thailand. And the second one is English language acquisition of Thai learners.

The sources of our bibliography are Linguistics and Language Behavior Abstracts (LLBA), Educational Resources Information Center (ERIC), Language Teaching (LT), and Education Index. Furthermore, the abstracts from the Dissertation Abstracts International are also included. The sources are from the year 1985 till present. In addition, we also combine the annotated bibliography of Miss Orchon Tulapibanchai, "Ten Years of Research on Thai Learners of English", from 1975-1985. The reason is that our information collected is not enough and we would like to cover all of the abstracts involving English language in Thailand that we can find as much as possible.

We use (TAWAME/SOURCES) when we modify the abstracts from the indexes; whereas, we initiate OR as the initial for Orchon's annotated bibliography. Both parts of the abstracts are in order alphabetically.

Tassaneeya Anuntamek

Walaiporn Vitooravet

Mettiya Kanchanomai

TEACHING/LEARNING

Bechanon, K. (1985). Proposed methods for teaching reading comprehension to Thai university students. _Dissertation Abstracts International_, 2817-A.

This study examined the situation of teaching and reading at Silpakorn University. The findings revealed that in reading passages, students had many linguistic factors that interfered with their comprehension. A majority of the Thai college students perceived the importance of reading English but their insufficient knowledge at the lexical, structural and discourse levels discouraged them from studying reading English. The inability of students to find the theme and the main idea of the story read and the difficulty of students in interpretive and critical reading were the main problems the discourse level. (TAWAME)

Bhummichitra, P. (1989). A proposed curriculum for literature written in English for private universities in Thailand. _Dissertation Abstracts International_, 49(12), 3597-A.

The writer attempted to propose a curriculum for literature written in English for private universities in Thailand. The curriculum designed was based on Hilda Taba's curriculum development. The proposed curriculum was submitted to two professors from the Department of English, the university of Kansas to determine whether it shows the proper organization of English literature courses. The proposed curriculum was also sent to another panel of five Thai members, who determined whether the objectives and the content are consistent with Thai culture values. (TAWAME)

Boyle, P. J. (1984). Listening comprehension - The crossroad of language and psychology. _PASAA_, 14(1), 11-17.

It is generally held that listening comprehension should play a greater role in foreign language teaching programs. Many disparate methods have evolved. It is suggested that more listening programs should be incorporated into the syllabus. The language teacher and the psycholinguist must work together to achieve successful utilization of listening comprehension teaching method. (TAWAME/LLBA)

Chaibunruang, S. (1987). Problems in the selection and teaching of novels in literature courses at the college level in EFL programs in Thailand. _Dissertation Abstracts International_, 48(5), 1136-A.

The intent of this study to discover problems in the selection and teaching novels in English and American literature courses at the college in an EFL program in Thailand. The results of the study showed that most of the instructors used unbridged version of novels in teaching. They used a variety of strategies in the selection of novels. They considered students' reading abilities, ·interests, and needs as major factors in the selection. (TAWAME)

Chaopricha, S. (1985). A microcomputer in Individualized language teaching, English reading comprehension (ESP). PASAA, 15(2), 31-40.

The result are summarized of research aimed at testing the hypothesis that an effectively programmed microcomputer is an efficacious tool in foreign language reading instruction. A software system was developed for intensive reading course for Thai graduate students(N=25). The experimental group performed significantly better on an achievement. Examination given at the end of the course. (TAWAME/LLBA)

Chuansnit, S. (1985). Assessment of teacher attitudes toward the teaching English in Thailand. Dissertation Abstracts International, 45(12), 3569-A.

The propose of this study was to assess the nature and extent of teacher attitudes toward the teaching of English in Thailand, as well as to determine the extent of knowledge about the teaching of English possessed by Thai teachers. Differences in attitude/knowledge between Bangkok teachers and non-Bangkok teachers were sought. Differences in attitude/knowledge between teachers working at various levels of instruction were also ascertained. For the main study groups there were no significant differences in attitude between the two groups. (TAWAME)

Chulasai, D. (1986). Reading of English of Science and Technology: an overview of the literature. PASAA, 16(1), 16-25.

The literature concerning the teaching of reading in English for science and technology instruction is reviewed and summarized. There appears to be considerable consensus regarding the most problematic areas of student difficulty. Subtechnical vocabulary usage or choice of tense are areas of particular concern. The rhetorical and organizational uses of language present other significant problems for international students of EST. (TAWAME/LLBA)

Clarke, D. F. (1979). Brief description of the reading and
writing course in production and use at DTEC Language
Institute. PASAA, 9(1), 95-106.

Describes an English course for Thai civil servants preparing for
study in English-speaking countries. The course uses an approach
that is primarily functional and secondarily notional. Reading
writing instruction are closely meshed and focus an a single
reading passage. Emphasis is on formal and semiformal English as
encountered in academic courses. (TAWAME/LLBA)

Contrastive study/error analysis Thai-English: Specialized
bibliography c 11. (1975). London: British Council.

This selective bibliography is divided into two main section, the
first dealing with Thai-English contrastive studies. The second
section deals with error analysis for Thai speakers learning
English. The entries range in date from 1955 to 1974, the books
cited are Thai or German publications and the articles appeared
in well-known Thai, European or American pedagogical language
journals. (TAWAME/OR)

Dabayasuvarn, M. L. B. (1982). A brief survey of the techniques
of translation. PASAA, 12(1), 1-8.

Some specific rules that should be kept in mind by translation
are presented. Skills and aptitudes needed by the translator are
listed and the nature of items to be translated is consider.
Some examples of translation are provided. (TAWAME/LLBA)

Dhanasarnsombat, S. (1985). A factor Analysis of the reading
skills employed by Thai college students to comprehend
English prose. Dissertation Abstracts International,
46(5), 1235-A.

The present study addressed four questions: 1) What are the
factors underlying reading tasks performed by Thai undergraduate
students? 2) What is the pattern of relationships among the
factors? 3) Can hierarchy be established for the factor? 4) Is
the factor structure of proficient readers different from that of
less proficient? Finally, the proficient readers were found to
differ from nonproficient in both the number and the nature of
the factors underlying their reading performance. (TAWAME)

English language teaching profile: Thailand. (1977). London:
British Council. [ED NO. 149 637]

This profile outlines the English language teaching situation in
Thailand including the role of English within Thai society and
with in the educational system. Areas covered include English

language requirements and English within the curriculum, teaching
personal as well as training instructional materials, English
outside the educational system, and British and American support
for the teaching of English. (TAWAME/OR)

Farnan, J. (1970). A selected bibliography on English language
learning and teaching in Thailand. [ED NO. 176 593]

This bibliography which covers a wide range of topic of interest
to ESL teachers and researchers is divided into three section:
books, articles, and microforms. Reference materials include
studies on Thai Language and culture, anthropological and
sociological references, various bibliographies, contrastsive
studies and works in phonetics and phonology. There are research
on specific language learning difficulties of Thai students.
(TAWAME/OR)

Franck, C. R. and Others. (1985) In-country TEFL/crossover
tropical agricultural training manual. Trainer's Edition.
[ED NO. 288 053]

This trainer's manual was developed for two purpose: 1) as a
record of what was done with the 1984 Test of English as a
Foreign Lannuage (TEFL)/Crossover Agricultural Training program
in Thailand; and 2) as a resource to share with other Peace Corps
countries where in-country basic tropical agriculture training is
conducted. throughout the manual, pages providing information
for the trainer are marked with a "T" preceding the page number
and are interspersed with pages for the trainee. (TAWAME/ERIC)

Franck, C. R. and Others. (1985). In-country TEFL/crossover
tropical agricultural training manual. Trainee Edition.
[ED NO. 288 054]

Correlated to the trainer's manual for the same course, this
trainee's manual has been designed for Peace Corps trainees
coming to Thailand without stateside agricultural training.
Although it was developed for the training of Test of English as
a Foreign Language (TEFL)/Crossover, the majority of session are
appropriate for other Peace Crops countries. The manual is four
organized in four parts. (TAWAME/ERIC)

Frankel, M. A. (1979). A multi-dimensional approach to reading
materials. PASAA, 9(1), 44-55.

Describes a first year university English reading course. The
course was designed as an introduction to English for special
purposes courses and had to be self-instructional according to
university policy. Text encoding and decoding are both multi-
dimensional activities which involve three factors: semantic
content, rhetorical devices and linguistic form. (TAWAME/OR)

Gebhard, J. (1981). Apparent problems and suggestion for solving them: A study of the EFL conversation class in Thailand. PASAA, 11(1), 14-20.

Observation of EFL classes in Thailand have led to the recognition of certain problem areas including; use of students' expectations of what it means to learn conversation; talking about language in the class room; overuse of textbook; and motivating students. Each of these area is discussed and suggestions for dealing with the problems are given. (TAWAME/OR)

Goldenberg, T. (1979). English for the liberal arts in Thailand. PASAA, 9(1), 86-94.

Argues first that English courses in Thailand liberal arts programs must be concerned with inquiry and self-realization and focus on the humanities subject matter and second that the methodology for "English for Liberal Arts" is to use English as the language of instruction in liberal arts courses. The English program's attempts to conform to the foregoing objectives are noted. (TAWAME/LLBA)

Hall, D. and Kenny, B. (1988). An approach to a truly communicative methodology: the AIT pre-sessional course. English for Specific Purpose, 7, 19-32.

The eight-week pre-sessional course for students at the Asian Institute of Technology in Bangkok is designed to focus on methodology rather than content. The teacher must identify the student's essential purpose in wanting to study a particular subject and by means of the new methodology, develop the individual's competence in learning, understanding and practice. (TAWAME/LT)

Hawkey, R. (1988). English for international communication: What goes wrong and why? PASAA, 18(1), 10-13.

Certain features of English as the language of communication are identified in a group discussion involving participants from many different language backgrounds. Problems of foreign accent, vocabulary, tone, impact, and coordination are discussed. This subjectively derived factors are compared with research data on English for international communication, particularly with reference to accent and intelligibility. (TAWAME/LLBA)

Hendricksen, D. P. (1978). Teaching of English to Asian. City University of New York, New York city College, Department of Asian Studies. [ED NO. 166 277]

The relationship of American linguistic theory to ESL is traced over the past few decades. The limitations of the structuralist paradigm in language learning situation are discussed. The use of pattern drills based on the structuralism surface feature attention to word placement. Several specific problems of Asian in ESL situation are identified. (TAWAME/OR)

Kaewsanchai, N. (1989). A proposed EFL curriculum for teacher colleges in Thailand. Dissertation Abstracts International, 49(10), 2912-A.

The proposed program for teaching EFL at teacher colleges in Thailand emphasized business English. The result of analysis indicated that the current EFL curriculum does not meet the educational and professional needs of today's situation. Therefore, suggestions for new courses such as English for Tourism, English for the Hotel Business, English for the Restaurant Business, and English for Secretarial Services are offered. The proposed courses may be adapted by instructors in order to better serve the learners' needs. (TAWAME)

Kanitta·an, W. (1983). Some evidence of cross-cultural transfer and some proposals on second/foreign language teaching. PASAA, 13(1-2), 63-73.

Presented are examples of transfer of Thai linguistic behavior/culture to English: greeting, terms of address, figurature expression, types of questions asked, formulaic language and polite particles. It is proposed that student be taught: 1) basic linguistic elements, first and second language differences and 2) the target language culture. It is suggested that 1 and 2 be taught at the beginning of language study. (TAWAME/LLBA)

Khemnguad, W. (1981). Individualized instruction: role of testing. PASAA, 11(1), 32-37.

Individualized instruction programs in foreign languages usually involve the following elements: sequences of instructional objectives to define the curriculum; instructional material to teach each objective; an evaluation procedure; and a plan for developing individualized programs. Characterized program for an English course and the diagram of individually prescribed instruction. (TAWAME/LLBA)

Kietprawat, K. (1985). EFL instruction in Phrae province, Thailand. Dissertation Abstracts International, 45(8), 2376-A.

This study explores problems encountered in the implementation of English curriculum materials at an elementary level. Phrae province, Thailand, was selected as the region for this case study because of its difficult educational circumstances; here, the problems encountered by the teachers are more apparent than in more fortunate areas. The findings from the basis for several recommendation regarding curriculum materials, teacher training and supervision practices. (TAWAME)

Kirk, T. (1979). The listening comprehension programs at the Asian Institute of Technology. PASAA, 9(1), 62-73.

Because instruction at Institute is given in English, making listening comprehension imperative, the listening comprehension program's first step consists of dictations. A new program is designed based on a three-stage description of the listening process: recognizing, structuring, and extracting and recording. Exercise samples are reproduced in an appendix. (TAWAME/OR)

MacGillivray, J. P. (1981). An integrated-skills reading program for productive language development at the intermediate level. PASAA, 11(1), 21-29.

Outlines a theoretical framework for teaching English at the intermediate level. Intermediate-level language teaching should concentrate on teaching in terms of language functions and situational appropriateness. The problem is linguistically based on a combination of cognitive code and sociolinguistic approaches to language teaching/learning. Contemporary ideas of educational psychology concerning motivation and cognitive processes and ideas in psycholinguistics, form the psychological basis for the program. (TAWAME/OR)

Maithai and Wongbiasaj, S. (1981). Oral activities in an EST Classroom situation: Some practical problems and suggested solution. PASAA, 11(2), 39-44.

Offers solutions to problems encountered in Thai English for science and technology classes, such as large class size, insufficient time, students and teachers' reluctance to speak in English, students' diversity, etc. (OR/LLBA)

Mead, R. (1985). The content of business communication. PASAA, 15(1), 23-26.

It is shown that the teacher of English for Special Purpose (ESP) in a business context can draw much more heavily on everyday language and situations than can teaching in more technical fields. The question of how to teach students to understand and to make use of the interactive function of a text is address. (TAWAME/LLBA)

Murphy, D. F. (1981). Taking notes in engineering lectures: suggestion for ESP materials development. PASAA, 11(2), 26-38.

Discussed are two aspects of developing materials for nonnative speakers of English in engineering classes taught in English: 1) incorporation of visual material (e.g. diagrams) and audio-tapes of lectures and 2) utilization of lecture notes taken by native English speakers. Presented are suggestions for using tape-slide programs in teaching students how to take notes, and testing students' note-taking ability. (TAWAME/LLBA)

Maurice, A. and Maurice K. (1987). Qualitative research: what is it and how can it be used in Thailand? PASAA, 17(2), 22-28.

Qualitative research is not well-known in TESOL circles in Thailand. Its general characteristics are described including key characteristics such as application in a natural setting, use of inductive analysis, and emphasis on process over product. Difference between qualitative and quantitative research are described. Possible areas of application in Thai research including needs, analysis, classroom observation, and program evaluation are discussed. (TAWAME/HA)

Maurice, K. (1985). Communicative language teaching in Thailand: communicative or confused? PASAA, 15(2), 15-30.

With a view to the potential for improvement, the existing burdens hindering language education in Thailand are examined. Among five problems are discussed. It is suggested that the communicative approach to language technique is all too seldom utilized effectively, and offers solutions to many of this problems. (TAWAME/LLBA)

Meemeskul, M. R. (1985). Towards a descriptive model of Thai-English translation. Dissertation Abstracts International, 46(5), 1268-A.

This dissertation describes the translation process from Thai to English and from English to Thai. First, the problems involved in the translation process are discussed from a linguistic aspect. The process is viewed as three steps: analysis, transference and restructuring. Contrastive analysis of Thai and English is studied with a view to finding the model of linguistic description most suitable for comparison of English and Thai as a background for translation. The conclusion is reached that logico-semantic model is most applicable to Thai-English contrastive analysis. (TAWAME)

Oller, J. W., Jr. (1987). Interview with John W. Oller, Jr. on
    "Pragmatic". PASAA, 17(1), 1-5.

This interview address the nature of pragmatic and its
applicability to language teaching. Pragmatic learning
activities and testing procedures are outlined. Potential
research topics are noted. Application of pragmatic approaches
to teaching English to Thai students is discussed. (TAWAME/LLBA)

Pachinburavan, W. (1986). Development and validation of an
    English placement test for freshman students at Khonkaen
    University. Dissertation Abstracts International, 3328-A.

For the purpose to group students of the same level of
proficiency into appropriate program of English language
learning, the English Placement Test Battery was developed for
freshman of Khonkean University. It was comprised of four
multiple-choice subtest of English language skill and components,
namely; listening comprehension, vocabulary, structure, reading
comprehension and the cloze subtest. (TAWAME)

Pattanapinyowong, W., Vajanabukka, R. and Rungruangsri, P.
    (1988). A study of the academic English needs of medical
    students. PASAA, 18(1), 32-39.

A needs analysis was conducted among English for specific
purposes (ESP) students at Mahidol University, Bangkok.
Questionnaires completed by 351 medical, nursing and related
field students and interviews with teachers in different
university departments were analyzed to identify the academic
needs of English students. Students emphasized the need for
English for reading questions on examinations. Implications for
the ESP program are discussed. (TAWAME/HA)

Peterson, M.P. and Sosnowski, B. (1985). Preparing refugee
    youth for American secondary school: the Pass Program.
    [ED NO. 263 774]

Preparation for American Secondary Schools (PASS) programs
designed to prepare 13-to-16- year old refugees for the
transition to American secondary schools have been implemented in
the refugee training centers in Thailand and the Philippines.
Program development was based on knowledge of the students' (all
Khmers) educational background, placement testing, and the
experiences of English as a Second Language programs in the
United States. (TAWAME/ERIC)

Pholsward, R. (1986). The testing of reading comprehension in English for Academic Purposes: a case study of economics students in Thailand. Dissertation Abstracts International, 46(9), 2643-A.

The study investigated reading difficulties in EAP as encountered by economics students in a non-English-speaking environment (Thailand) in which the teaching of reading skills is emphasized. The results obtained from both the quantitative and qualitative analysis indicated that the subjects found lexis less difficult than syntax and discourse. It was included that if priority were to be given to the teaching of three linguistic domains to the subjects in this study, syntax and discourse would require more emphasis than lexis. (TAWAME)

Sagarik, P. (1979). English for academic purpose in Thailand-- an overview presented at the national EAP conference April 24- 26, 1978 at Chulalongkorn University. PASAA, 9(1), 6-13.

It is argued that changing methodology and terminology reflect an increased awareness of need in foreign languages. In Thailand, English is not used as a teaching or communication medium and is therefore, taught as foreign, not a second language. Thai university have developed ESP courses for students in related fields. Preliminary results are favorable. (TAWAME/OR)

Savangvarorose, B. (1985). Business English in Thailand: the needs of the Thai business community, and courses taught in the Thai university. [ED NO. 271 992]

Results of a 1982-1983 survey of the Thai business community concerning its needs for English language skills and of a survey of the course offerings at Thai colleges and universities are reported and discussed. The offerings, enrollment, methods, and materials used in business English instruction in the higher education institutions are reported, and their relevance and value are estimated, based in part on results of a survey of graduates. (TAWAME/ERIC)

Shaw, W.D. (1978). Why students study English: a tri-national study of student attitudes towards English in Singapore, India, and Thailand. [ED NO. 171 108]

In accordance with the growing trend in language teaching philosophy toward assessing learner needs before choosing methods and materials. Students from Thailand, India, Singapore were majoring in the fields of 1) English language literature and teaching, 2) engineering, and 3) commerce and business. A closed formal type of questionnaire with 111 items was used. (TAWAME/OR)

(68)

Shettlesworth, C. (1979). Course design for first year studies in English for science and technology at Chiangmai University. PASAA, 9(1), 74-79, 80-85.

Discussed are the design principles of first-year English reading crurse at Chiangmai University native language reading pruzess include parsing and inference. In second-language reading these higher order processes are not immediately available and must be preceded by the application of syntactic and lexical strategies: vocabulary, sentence, concept, function, paragraph, and text. (TAWAME/OR)

Sinhaneti, K. (1985). Culture! Culture! Everywhere. PASAA, 15(2), 41-53.

By way of an examination of various imported textbooks commonly used in English language instruction at the secondary or intermediate level in Thailand, the principal categories of socio-cultural information appeared in such texts are identified. It is argued that successful language learning depends crucially on the students' ability to understand the socio-cultural. contexts that appear in educational materials. The capacity to effectively use a given language requires awareness of the cultural matrix in which that language is situated. (TAWAME/LLBA)

Smith, L.E. (1975). Teaching English in Asia: an overview. [ED NO. 116 473]

This paper presents an overview of the English teaching situation in Asia, with particular emphasis on Hong Kong, Indonesia, Japan, Korea, Malaysia, the Philippines, the Republic of China, Singapore, and Thailand. A distinction is drawn between ESL countries, because English as taught as a foreign language, usually, beginning at the secondary level and were the medium of instruction is the national large. (TAWAME/OR)

Smith, L.E. (1988). The role of English in Thailand: transition and tradition. PASAA, 18(1), 1-5.

The role of English as a world language is discussed. Differences between English as an International Language (EIL), English as a Second Language (ESL), and English as a Foreign Language(EFL) are considered. The place of both FIL and EFL in Thailand has become much more significant in recent years as the pace of development increases. Adequate knowledge of English will be essential to the future position of Thailand in the international community. (TAWAME/LLBA)

Somboontakerng, T. (1981). Translation and the teaching of
    English in Thailand. PASAA, 11(1), 10-13.

It is suggested that teachers of EFL to Thai students should not
rely solely on translation techniques. The overuse of
translation techniques results in student who learn more about
the language than how to use it, fail to acquire listening and
speaking skill, and become rule conscious. Practical rules need
to be summarized and the language item is very abstract.
(TAWAME/OR)

Sukamolson, S. (1986). Techniques of text simplification.
    PASAA,   16(1), 36-45.

The process of simplifying texts in order to render them more
accessible to nonnative speakers of the language in which they
are written is examined. It is suggested that although text
simplification is pedagogically useful, it needs to be carefully
implemented in order to ensure that "simplified" text does not
become less readable than the original. (TAWAME/LLBA)

Tantisawetrat, N. (1979). The first semester course at King
    Mongkut's Institute of Technology. PASAA, 9(1), 126-138.

One half the course is devoted to general and the other to
technical English. The text used is science and technology's
books, general and comprehension tape are also used. Material
samples are appended. In the second semester reading course ,
Tasmee Chutima presents material based on A. Mountford's English
is focus. This text was found unsuitable for science students.
(TAWAME/OR)

Thanomsat, N. and Savangvarorose, B. (1981). Vocabulary: a
    problem of Thai students in learning English as a second
    language. PASAA, 11(1), 1-9.

Teaching techniques for helping Thai students overcome
difficulties in learning ESL are proposed. The importance of
vocabulary learning is discussed. It recommended that these
problems overcome by increasing motivation and preparing good
materials,i.e., well-graded materials on topics of interest to
students. Repetition and practice are key elements in building a
foreign language vocabulary. (TAWAME/LLBA)

Wangsotorn, A. (1985). Feature of English for business
    communication (EBC) in Thailand. PASAA, 15(1), 27-34.

Various programs for teaching business English in Thailand are
examined on the basis of data gathered from instructors and
graduate students (N=26). Differences between academically
oriented and occupationally oriented English course are
discussed. (TAWAME/LLBA)

Wangsotorn, A. and Others. (1986). Relationships between
learning modes and the beginners' success in English. [ED
NO. 271 964]

A study of the relationship of learner characteristics to success
in beginning English examined the language aptitude, learning
motivation and attitudes, spatial relations, study habits, and
years of English instruction of 97 seventh-grade students in a
Thai government school. Results indicate that the strongest
predictor of success was language aptitude, especially in
combination with learning motivation. Some recommendations are
that variables other than language proficiency be considered in
developing introductory courses, and that listening lessons be
subordinated to visual or visual /aural lessons. (TAWAME/ERIC)

Wangsotorn, A. (1986). Learning strategies in operation.
PASAA, 16(1), 13-15.

Based on a consideration of the variables of study activities,
course characteristics, and student characteristics, a model of
learning strategies in operation is proposed. In communicative
language instruction study activities may be either "task-
focused" or "learner-focused". The content and context of the
language syllabus constitute the course characteristic variables.
Content includes texts, study guidance, concepts, media,
integrative aids, and evaluative measures. The degree of success
in integrating these components determine the efficacy of the
learning strategies. (TAWAME/LLBA)

Wangsotorn, A. (1987). Pragmatic dimensions of communicative
language teaching. PASAA, 17(1), 29-38.

Pragmatic has been defined as the study language from the
viewpoint of the users, particularly of the choices they make the
constraints they encounter in using language in social
interaction and the effect of their use of language on the other
participants in the act of communication. In teaching English as
an international language, teaching in both auditory and visual
modes must have sound communicative underpinning, that
incorporate pragmatic dimensions of language communication.
(TAWAME/HA)

Waters, A. (1981). Report on seminar on teaching English for
science and technology, King Mongkut's Institute of
Technology, Thonburi campus, Bangkok, Thailand. PASAA,
11(2), 1-25.

Outlined are the seminar's aims, organization, content,
methodology, and evaluation. Teaching materials produced by
seminar participants are presented. (TAWAME/LLBA)

Waters, A. (1988). Teacher-training course design: a case
     study. ELT Journal, 42, 14-20.

This article is an attempt to remedy the course design for
teacher training. The courses described in this article were
designed for Thai teachers of English for Science and Technology
(EST), working in institutions such as technical and agricultural
colleges and universities. The students had from two to twenty
years of teaching experience. These courses make up only one of
the components in the M.A. programme. (TAWAME)

Weslander, D. and Stephany, G.V. (1983). Evaluation of an
     English   as a second language program for Southeast Asian
     students. TESOL Quarterly, 17(3), 473-480.

This report summarizes an evaluation of the ESL program in Iowa
public school. Teacher rated the students on progress in
learning English and the Bilingual Syntax Measure (BSM) was
administered as a measure of oral English proficiency. The
author concludes that more instruction in English appeared to be
beneficial during the first year of schooling but had diminishing
effects during the second and third years. (TAWAME/OR)

Wiriyachitra, A. (1988). How to exploit dialogue in English
     language teaching. PASAA, 18(1), 14-20.

In foreign language acquisition, learners must attend to
interaction as well as transaction. Communicative skills must be
taught by exposing students to language that approximate as
closely as possible the kind of communication situation they
will encounter outside the classroom. Exploitation of dialogue
in four different skill areas: listening, reading, writing,and
speaking is illustrated. (TAWAME/LLBA)

LEARNING

... (1982). Testing the transitio skills. <u>PASAA</u>, <u>12</u>(1), 9-
     13.

Semantic and communicative processes of translation are
described. Various methods for assessing translation are
examined and five testing matrix is evaluated using English-Thai
and Thai-English translation of five students. Both oral and
written language were tested, Negative correlations were found
between written and oral translation skill between self-rating of
skills and oral translation skills. (TAWAME/OR)

Ariyapitipun, S. (1989). An analysis of phonological error in
     the pronunciation of English consonants and vowels by
     selected native speakers of Thai. <u>Dissertation Abstracts</u>
     <u>International</u>, <u>50</u>(2), 428-A.

This study delineated and diagnosed the types of errors that Thai
students of EFL at the University of Georgia made in the
production of English. The results showed that the majority of
errors in pronunciation of English consonants involved the
substitution of voiceless consonants for voiced consonants.
Other errors included sound insertion, sound deistion, over-
generalization of English spelling/reading rules, assimilation,
and developmental errors. The possible causes for these errors
were native language interference, interference due to inadequate
knowledge of English rules, and problems caused by borrowed
words, orthography, misperception of sounds, and incorrectly
taught pronunciation. (TAWAME)

Aungpredathep, C. (1990). The self-reported composing
     experiences   of four Thai ESL writers. <u>Dissertation</u>
     <u>Abstracts International</u>, <u>50</u>(7), 1969-A.

The purpose of this study is to investigate the composing
processes of four Thai ESL students in order to elicit and
analyze why and how these students write the way they do,
including what processes are at work in the writing. In this
study the effects that Thai students' language learning
background and native language interference has on their English
writing are identified. The logic of students' own error
explanations is also taken into account in addition to describing
their composing processes, which is hoped to lead to a better
understanding. (TAWAME)

(23)

Ayers, J.B. and Peters, R.M. (1977). Predictive validity of the
    test of English as a foreign language for Asian graduate
    student in engineering, chemistry or mathematics.
    Educational and Psychological Measurement, 37(2), 461- 463.

The validity of the test of English as a foreign language was
examined in relation to prediction of success of fifty Asian
students in engineering, chemistry, or mathematics. The test was
significantly correlated with grade point average. (OR/CIJE)

Bachman, F.L. (1985). How "communicative" are language
    proficiency tests? PASAA, 15(2), 1-14.

A theoretical framework is outlined. The performance tasks and
competencies required by several common testing procedures are
examined in an effort to demonstrate how the proposed framework
facilities evaluation of their relative efficacy. The following
implications emerge: 1) test that do not involve communicative
performance; 2) the relevance of specific aspects of
communicative competence; 3) the inherent limitations of any
given testing program. (TAWAME/LLBA)

Beebe, L.M. (1980). Cohesion in interlanguage: a study of
    conjunction. [ED NO. 268 806]

A study of textual cohesion in the oral discourse of learners of
ESL had as subjects 19 Asians from 4 language backgrounds, who
were living and, in most cases, studying English in the United
States. It was found that, contrary to expectation, most
conjunctive relations were correct but that most were external
and not mandated by the speakers' desire to impose cohesion on
his or her communication. It was also found that the Thais
omitted a required conjunctive adjunct and that the proportion of
conjur **ve adjuncts used and the proportion of errors was
relate   proficiency level or lar quage background.
(TAWAME/ERIC)

Beebe, L.M. (1980). Sociolinguistic variations and style
    shifting in second language acquisition. Language
Learning, 30(2),   433-447.

This p per presents empirical data collected from nine Thai
learners of ESL living in New York to support the claim that
there is sociolinguistic variation and style shifting in
interlanguage phonology. Finally, it was found that monitoring
and conscious monitoring with a learned phonological rule
operated on a sliding scale and resulting in a style shift.
(TAWAME/OR)

(74)

Bhandhufalɔk, F. (1983), Contrastive analysis modals in English
    and Thai. PASAA, 13(1-2), 50-62.

A contrastive analysis of English and Thai modals outline
similarities and differences in form and meaning, the most
appropriate English-Thai and Thai-English translations, and
potential errors by Thai students of English. Examined are can
versus dâi, may versus â:d/ à:d d3a, etc. and past tense forms of
English versus Thai modals. (TAWAME/LLBA)

Bond, Z.S. and Fokes, J. (1985). Journals of Phonetics, 13(4),
    407-420.

This study compared the timing of syllables in the speech of non-
native speakers of English with American English timing patterns.
The subjects, native speakers of Thai, Malaysia, and Japanese,
read English words in isolation and with one-and two-syllable
suffixes added. The result was that the non-native speakers
showed little awareness of the English pattern of compressing
suffixed words in proportion to the number of added syllable.
(TAWAME/LT)

Boykin, A. and Trungamphai, A. (1982). Attitudes and
    proficiency of university students in Thailand: a
    sociolinguistic study. [ED NO. 219 421]

English proficiency of Thai university students studying EFL was
studied in relation to attitudinal scores on social, economic,
travel or prestige scales. Secondarily, the subjects' attitudes
toward their native group and toward the target group and their
motives for learning English were studied in relationship to
their attained level of proficiency. (TAWAME/OR)

Castro, C.S., Chair, M., Subongkotch, T. and Ibe, M.D. (1975).
    Filipino, Indonesian, and Thai listening test errors.
    Regional English Language Center Journal, 6(1), 61-72.

Studies have shown that sounds which subjects cannot distinguish
are those either difficult or impossible to produce. Results
indicate that when learning a foreign language, the entire native
language system tends to be transferred in the process; when a
phoneme in the foreign language does not exist, the learner tends
to substitute the nearest native phoneme; and when the variants
of the phonemes and their distribution are not similar in both
languages, problems occur. (TAWAME/OR)

Chavanachat, P. (1986). The use of a cloze test as a measure of
    English proficiency for Thai university graduates. PASAA,
    16(1), 26-35.

The efficacy of cloze tests in determining the English proficiency levels of Thai university graduates is investigated. The results from the cloze test were compared with those from the EPT. A significant correlation was found between the overall score on the EPT and the c oze scores. Moreover, the cloze-exact a d cloze-acceptable scores were both found to correlate more highly with the listening comprehension suጋtest of the EPT. (TAWAME/LLBA)

Chutisilp, P. (1985). A sociolinguistic study of an additional English. Dissertation Abstracts International, 45(11), 3337-A

This study seeks to provide an explicit analysis of a 'performance variety' of English as used in Thailand by the Thai people. It is and examination of the linguistic and sociolinguistic characteristics of English in the Thai context, where English serves as a vital role as an additional language. The ways in which English is patterned and organized support the concept of 'Thainess'. The discussion; therefore, includes shared rules of speaking and interpretations of speech performance, shared attitudes regarding language forms and uses, and shared sociocultural understanding with regard to Thai norms and values in Thai settings. (TAWAME)

Donald, S.L. (1978). Discrimination of subphonemic phonetic distinctions. Haskins Laboratories Status Report on Speech Research, 54, 113-120.

Experiments were conducted to determine whether discrimination depends on actual phonemic categorization or whether it can rely on an awareness of a phonetic discussion used phonemically in a subjects' language, but which is not distinctive in the context being tested. Evidence suggests that Thai subjects have scme awareness of the subphonemic distinction between voiced and voiceless unaspirated velar stops, although the task's difficulty may have affected the results. (TAWAME/OR)

Durongbhan, M. (1981). Testing students' ability to read scientific English. PASAA, 11(2), 45-60.

To explore the awareness of the rhetorical function of tense in scientific discourse and its effect on foreigner's reading comprehension, three groups of students were tested: nonnative-English-speaking science students, native-English-speaking science students, and native-English-speaking students in a training course for ESL teachers. Results suggest that most nonnative students were unaware of the rhetorical functions of tense. (TAWAME/LLBA)

Durongbhan, M. (1981). The use of -ing, -ed adjectives derived from 'emotive' verbs: how are they treated in grammar books? PASAA, 11(1), 38-46.

Grammar books traditionally offer incomplete or confusing explanations of the use of the adjectives and students frequently make errors concerning their use. After surveying the treatment of these adjectives in various texts, suggestions for teaching the use of these adjectives are given. It is important to follow M. Burt's and C. Kiparsky's distinction between straight forward and reverse psychological verbs, to explain the underlying meaning of -ing and -ed adjectives. (TAWAME/LLBA)

Durongbhan, M. (1982). The use of "can" versus "be able to". PASAA, 12(1), 31-40.

The use of can and be able to by native speakers of English was studied on the basis of data collected from grammar reference books, native language sources and a questionnaire administered to nonacademic and academic (N = 17 each) English speakers. Findings are discussed with reference to their application in ESL teaching. (TAWAME/LLBA)

Eriksen, T.A. (1980). Pronunciation lessons for teachers of classes of adults of mainly South East Asian origin at near-beginning to intermediate levels of English as a second language. [ED NO. 213 250]

The lessons are intended for teenage and adult students. Focus is on placement of the tongue, jaw, lips and movement involved and whether the sound is whispered or spoken. Consonants are taught in pair so students realize the distinctions necessary to avoid misunderstandings. Exercises focus on listening spelling and repetition. (TAWAME/OR)

Fieg, J.P. (1983). Thai students' written English - a syntactic analysis. PASAA, 13(1-2), 1-40.

Writing by four ESL students is examined and problem common to all are analyzed in term of possible interference from Thai strengths and weakness of individual student are outlined. The student profiles presented could be used by teachers in lesson planning and in devising problem-specific exercises. (TAWAME/LLBA)

Gandour, J. (1983). Tone perception in Far Eastern language. Journal of Phonetics, 11(2), 149-175.

Investigates perceptual dimensions of tone and the effect of linguistic experience on a listener's perception of tone.

Listeners from four Oriental tone language: Cantonese, Mandarin, Taiwanese, Thai and from a non-tone language: English were asked to make direct paired comparison judgments of tone dissimilarity.

Greene, J.F. (1983). <u>Asian readers: the morpheme conceptualization barrier</u>. [ED NO. 234 619]

Investigates the acquisition order of English morphemes by adult second language learners from Asian language background. Subjects were 159 native speakers of non-inflicted languages enrolled in high school and college ESL classes. Findings supported the "Morpheme Conceptualization Barrier" hypothesis. (TAWAME/OR)

Hall, D., Hawkey, R. and Kenny, B. (1986). Testing student language performance at the Asian Institute of Technology. <u>PASAA</u>, <u>16</u>(2), 59-68.

Examined are three of the roles of the English Language Center (ELC) at the Asian Institute of Technology in evaluating student language abilities. The ELC administers a listening text used as part of the selection procedure for Thai applicants; maintains a continuous profiling system for learners in the pre-session intensive program and administers a self-assessment questionnaire used to help students decide whether they need further English instruction. (TAWAME/LUBA)

Indrasuta, C. (1988). A comparison of the written compositions of American and Thai students. <u>Dissertation Abstracts International</u>, <u>48</u>(7), 1681-A.

This study aims at discovering similarities and differences in narrative written discourse of the two languages: American English and Thai, and also aims at comparing whethe the written discourse in the second language is similar to the target language or to the first language. The analysis tends to reveal that the Thai students' writing in English is more similar to their first language than to the target language. The findings show similarities as well as differences. (TAWAME)

Klangchanee, N. (1988). Contributions of schema theory and discourse analysis to a reading program for advanced students of EFL in Thailand. <u>Dissertation Abstracts International</u>, <u>48</u>(2), 352-353-A.

This dissertation makes use of how the two theories named Schema Theory and Discourse Analysis can be combined to explain the comprehension process among ESL and EFL readers. The writer proposed a reading program depicting an appropriate background knowledge in term of formal and content schema to interact with the text. (TAWAME)

(78)

Kral, T.J. (1987). Life saving techniques for the foreign
    language lost at sea. PASAA, 17(1), 15-20.

A recounting of learning/acquisition experience with a new target
language. Though an experienced foreign-language teacher and a
sociolinguist, the student found himself going through learning
activities with no apparent language acquisition taking place.
Out of the frustration which he felt as a result of this foreign-
lang experience, he identifies concepts that underlie effective
language teaching/learning acquisition. (TAWAME/LLBA)

Lee, G.E. (1976). Reading for Asian students. [ED NO. 159
    585]

Asian students trying to learn to read English can best be
assisted by receiving a strong oral language enrichment
experience. Student is apt to be motivated to learn to read the
language. Asian students especially encounter certain linguistic
difficulties which hamper beginning consonants, consonant blends,
certain final sounds, particular diagraphs changing
pronunciations of the same vowel combination, and syntactical.

Leesatayakun, M. (1988). Communicative language teaching:
    observation of the EFL classrooms in Thailand.
    Dissertation Abstracts International, 49(3), 449-A.

The purpose of this study was to investigate the extent to which
the communicative approach had been applied in English classes in
Thai secondary schools. Three secondary English classes were
selected for the investigation. Findings of the study indicated
that there were differences in a) the types of activities used,
b) the ways students were organized, c) the focus of content, and
d) language skills practiced. For teacher and student verbal
interaction, significant differences were found in the
communicative features of target language use, information gap,
and incorporation of preceding utterances, but not in the feature
'sustained speech'. (TAWAME)

Moser, P. (1975). An experiment in individualized instruction.
    PASAA, 5(1), 162-166.

Forty-two level I students were placed in an individualized
English language program spending time in large group, small
group and individual work. Pronunciation, vocabulary, grammar,
writing, reading games and songs were taught. Students completed
program objectives based on contractual agreements. Achievement
level were high and small-group/individualized class time
appeared to be the program's most effective part. (TAWAME/OR)

Murray, D.E. (1982). Diagnostic testing of the intelligibility of Thai and Japanese speakers of English as a foreign language. Working Paper of the Speech and Language Research Center, 3(4), 1-21.

The aim was to explore testing devices which could be used to diagnose objectively which aspects of a learner's segmental showed that separate diagnostic test are necessary to evaluate students' performance. Two secondary studies investigated the nature of the errors of Thai and Japanese speakers' performance which caused them to be unintelligible. (TAWAME/OR)

Nation, I.S.P. and Nation, K. (1979). Reading problems and exercises for Thai learners of English. PASAA, 9(1), 37-43.

Errors in the English-Thai translations by eighteen adult Thai students at a language institute were analyzed based on a retranslation of the students' text into English. Most important errors relate to clause relationship, homography, and reference words. Exercises are presented focusing on each problem area. (OR/LLBA)

Nilagupta, S. (1977). The relationship of syntax to readability for ESL students in Thailand. Journal of Reading, 20(7), 585- 594.

Studies the relationship between Thai students' ability to interpret syntactic structure and their ability to comprehend English written materials. Graduate and undergraduate students' scores on tests were correlated. Result revealed that syntactic factors as negative words, passive voice constructions, embedding, deletion and nominalization contributing to readability difficulties for native speakers seemed to cause difficulty to Thai students, too. (TAWAME/OR)

Nilrat, K. (1986). A comparison of the English skill performances of teacher education and humanities English majors at Srinakharinwirot University, Thailand. Dissertation Abstracts International, 47(6), 2008-A.

The purposes of this study were a) to determine whether the two types of EFL programs at Srinakharinwirot University (SWU), Thailand, made any differences on the students' English skill performances as measured by the TOEFL and b) to determine the relative English language strengths and weaknesses of EFL majors in the faculties of education and humanities. The findings showed that the two EFL programs at SWU did not make significant differences in listening comprehension, structure or general English skills, but they did make a significant difference in reading comprehension skills. (TAWAME)

24

Palmer, A.S. (1981). Measure of achievement, communication, incorporation and integration for two classes of formal EFL learners. RELC Journal, 12(1), 37-61.

This study investigated the effects of using a particular type of highly controlled. Materials introduced into classroom in Thailand were developed to encourage control communication. Subjects were 52 first-year engineering students, being divided into two groups: controlled and experimental. Thai was mainly spoken by the instructor in the classroom. (TAWAME/OR)

Pongtongcharoen, S. (1978). English loanwords in Thai. PASAA, 8(1), 65-90.

The analysis presents only words borrowed from English. The corpus consists of cira 400 words drawn from everyday usage, the majority of which exhibits patterns of change, mostly in sound, from the sound pattern of English to Thai. Types of change exhibited by the data can be classified by consonant, vowel and stressed syllable changes, addition of tone, word clipping and meaning change. (TAWAME/OR)

Prapphal, K. and Others. (1982). Nonprimary language acquisition. [ED NO. 223 100]

The relationship of affective variables and types of exposure to SLL was investigated along with the validity of a questionnaire on attitudes toward English. The affective questionnaire, exposure indices, and test of English proficiency were administered to 403 Chinese, Japanese, and Thai university students who has studied ESL. Extensive data tables, the English cloze test, and the affective questionnaire are included. (TAWAME/RW)

Prapphal, K. (1982). Surface and deep structure of language tests. PASAA, 12(1), 21-30.

Relationships between different methods of testing English language proficiency in Thai students was examined. University students were given English language tests. The tests' correlations appear to represent global language knowledge rather than specific linguistic skills. There is a clear relationship between test scores and overall GPA. (TAWAME/OR)

Prapphal, K. (1985). The use of pragmatic tests to identify two different stage of language acquisition for Thai students. PASAA, 15(2), 54-70.

A discussion of Research aimed at determining whether pragmatic tests facilitate the identification of two distinct levels of

foreign and whether such tests reveal correlations between the two acquisition stages and such factors as sex, age, and previous educational experience. Both visual and auditory pragmatic tests were administered to school students. (TAWAME/LLBA)

Prapphal, K. (1987). Acquisition activities in the English class for Thai students. PASAA, 17(1), 39-42.

The application of the natural approach in teaching English to Thai students is discussed. This approach emphasizes the acquisition of communication skills and uses materials that facilitate participation in communicative events. Some illustrative classroom activities are described, including affective-humanistic activities such as ranking of political parties, and problem-solving activities such as creation of a scenario involving necessary steps in the voting process. (TAWAME/LLBA)

Puangmali, S. (1979). Text and discourse analysis and their implications for use in the preparation of EAP materials. PASAA, 9(1), 18-28.

Analyzed statistically were academic text in economics, engineering, political science and science with respect to vocabulary, structural patterns and discourse cohesion features. The study's aim was to discover features of technical English that could be used as basis for ESP course. Upon completion, a common core and distinctive feature list for each discipline categorized by occurrence type and frequency is expected. (OR/LLBA)

Realin, P.P. (1976). Teaching English through songs and games. TESL Reporter, 10(1), 4-5.

An experiment in using the Hawaii English program Music Component to tutor three Thai students is described. In addition to this successful program, four other music programs designed to help in English instruction are described are comments on each provided. (TAWAME/OR)

Roberts, P.D. (1976). Teaching the /r/ and /l/ phoneme to Asian students. TESL Talk, 7(3), 51-54.

Speakers of many oriental language find it difficult to distinguish systematically between the /l/ and /r/ phonemes. Due to the importance of recognizing these contrasts in English, the teaching of these phonemes should be one of the foremost elements in teaching English as a second language to Asian students. (OR/CIJE)

Siriphan, S. (1989). An investigation of syntax, semantics, and rhetoric in the English writing of fifteen Thai graduate students. <u>Dissertation Abstracts International</u>, <u>50</u>(4), 940-A.

The purpose of this study was to examine and analyze the writing of Thai students at the graduate level in order to discover their writing problems in the areas of syntax, semantics, and rhetoric. The results of the investigation revealed that Thai students in this study made errors both an syntactic and semantic levels. Errors which should receive first attention were those on verb, word-choice, preposition, and whole-construction. The English essay organization should also be taught to Thai students. (TAWAME)

Skaer, P.M. (1984). Language sound systems and second language acquisition. [ED NO. 248 712]

A language typology based on common errors made in pronunciation of English by speakers of other languages is presented and discussed. The classification system was developed from the concept of interlanguage, the intermediate step between a language learner's native and target languages, and the notion that interference in learning a new language can occur in the transition from one phonological system to another. It focuses on representative languages spoken by refugees and immigrants in Washington State, including Japanese, Vietnamese, Khmer, Amharic, Polish, and to a lesser extent, Mandarin, Korean, Spanish, Thai, Margi, and Igbo. (TAWAME/ERIC)

Smithies, M. (1976). Two methods of testing comprehension. <u>English Language Teaching Journal</u>, <u>30</u>(2), 144-151.

Two approaches to reading comprehension are described which aim to make students give serious consideration to linguistic details. The first consists of a fairly technical text with a series of multiple-choice questions devised with the learners' particular difficulties in mind. In the second method, the different component section can be mixed or separated in a different way. (TAWAME/OR)

Sukwiwat, M. and Fieg, J. (1987). Greeting and leave-taking. PASAA, <u>17</u>(2), 1-12.

Eight specific situations are examined in which greeting and leave-taking may be exchanged and difference in cultural and linguistic patterns between Thai and American speakers are explored. Phrases that are acceptable in Thai may be considered to direct in English. In the area of "personal comments" certain topic such as person's weight are acceptable in Thai but not in American conversation. (TAWAME/LLBA)

Thanomsat, N. and Savangvarorose, B. (1981). Vocabulary: a problem of Thai students in learning English as a second language. PASAA, 11(1), 1-9.

Proposed are teaching techniques for helping Thai students overcome difficulties in learning EFL. Discussed is the importance of vocabulary learning. Statistical evidence of Thai students' weaknesses in English vocabulary is given, as are suggested causes for these weaknesses. Repetition and practice are key elements in building a foreign language vocabulary. (TAWAME/OR)

Tantiwong, T. (1989). Influence of cultural schemata on reading comprehension performance of EFL secondary school students in Thailand. Dissertation Abstracts International, 49(10), 2983- A.

This study attempted to add to schema theory by examining the ways EFL secondary school readers in Thailand processed information in two different culture-specific passages. With respect to reading ability in EFL, able readers perceived the two different culture-specific passages to be significantly easier to understand than did less able readers. They also recalled significantly more gist recalls and less elaboration recalls on the two different culture-specific passages than did less able readers. Moreover, they recalled significantly more on the overall recalls of both native culture-specific passage and the foreign culture-specific passage than did less able readers. (TAWAME)

Wangsotorn, A. (1987). Relationship between learning modes and the beginners' success in English. RELC Journal, 18, 31-45.

Reported is a study of student language learning modes and learning mode preferences, conducted in the interest of determining relationships between these preferences and student success in learning English, and between learner success and other variables including aptitude and nonverbal IQ. It was found that learning mode accounted for more than 30% of achievement and that aural-visual and visual modes yielded significantly better results than aural mode alone. Language aptitude has the strongest relationship to English achievement. (TAWAME/LLBA)

Weinstein, G. (1984). Literacy and second language acquisition: issues and perspectives. [ED NO. 305 501]

Explores the relationship between literacy and second language acquisition by reviewing a study of this relationship which was

conducted in Thai refugee camp and by discussing major findings
in second language research. Suggests a functional rather than
developmental approach to investigating literacy for community
problem solving. (TAWAME/ERIC)

Wong, O.K. (1985). Language assessment of Asian students:
    problem   and implication. [ED NO. 253 563]

The problems and implications of language assessment of Asian
students are examined. In Asian countries, a student's language
proficiency is measured in formal written examinations assessing
discrete competence of grammar, composition, literature,
dictation and calligraphy. The academic potential of many Asian
students may not be properly assessed because of language
competence. (TAWAME/OR)

ACQUISITION OF ENGLISH AS A SECOND LANGUAGE
BY INDIC LEARNERS:

AN ANNOTATED BIBLIOGRAPHY

Jacinta Thomas

Dr.Dan Tannac'to
EN 743 Second Language Acquisition

INTRODUCTION

This bibliography is a collection of articles dealing with aspects of acquisition of English as a Second Language by Indic learners. The scope has been narrowed to four Indic languages- Hindi/Urdu, Marathi, Punjabi and Tamil, the first three belonging to the Indo-Aryan language family and the last to the Dravidian language family. Hindi and Urdu are grouped together since they share a common grammar and lexicon and differ only in their use of specific registers.

The main sources of the bibliography are Educational Resources Information Center (ERIC), Linguistics and Language Behaviour (LLBA), Language Teaching (LT), and Publication of the Modern Language Association (PMLA), spanning the years 1980-1990.

The paucity of material does not reflect the paucity of research in this area , but rather the non-availability of material, most of the work having being done by Indic authors and published in India. The bulletin issued by the Central Institute of English and Foreign Languages, Hyderabad, India, provides rich source of material in this area.

Abstracts that have been taken directly from the source are thus labelled and those which have been modified have the initials of the bibliographer followed by the original source. Original

(87)

abstracts bear the initials of the bibliographer.

CONTENTS

HINDI/URDU

Agnihotri, R.K., Khanna, A.R., & Mukherjee, A. (1984). The use of articles in Indian English: Errors and pedagogical implications. International Review of Applied Linguistics, 22, 115-129.

The use of articles in English is examined on the basis of responses from 366 Hindi/Punjabi speaking undergraduates. The findings have helped establish a pattern of errors and a hierarchy of difficulties. The possible causes for these errors is considered and their pedagogical implications suggested. (JT/ERIC)

Bansal, R.K. (1981). English and Hindi: A contrtastive phonological study. CIEFL Bulletin, 17, 51-60.

This study describes the phonological differences (both phonetic and phonemic) in the sound system of English and Hindi. The areas of potential pronunciation problems for Hindi speakers are also highlighted. (JT)

Gupta, G.C. (1983). Memory retrieval process in bilinguals. Psycho-Lingua, 13, 9-23.

Hindi-English bilinguals (n=60) were given tasks in word recall. The results indicate that short term memory encoding occurs at different levels of processing, determined predominantly by acoustic relatedness, particulary when recall is in bilinguals' dominant language. Semantic relatedness is of secondary importance. (LLBA)

Jackson, H. (1981). Pronunciation of English consonants by Indian learners. English Language Teaching Journal, 35, 418-420.

The author argues that a phonological contrastive analysis based on a sound-for-sound comparison is an inadequate explanation for pronunciation errors of North Indian speakers learning English. The whole sound system should be compared and interference must be seen as learners adjustment to a new consonant system. (JT/AA)

Kachru, Y. (1975, March). The semantics and syntax of the causative constructions in English and south Asian languages: Implications for teaching English as a second language. Paper presented at the Convention of Teachers of English to Speakers of Other Languages, Los Angeles, CA.

This paper holds that a contrastive analysis based on meaning and pragmatics rather than structure will help establish valid equivalences between the languages. The method for such an analysis is illustrated by a detailed discussion of some of the properties of causative constructions in English-Urdu.The pedagogical implications of such an analysis for English as a Second Language in South Asia is highlighted. (JT/ERIC)

Kachru, Y. (1983). Linguistics and written discourse in particular languages: Contrastive studies:English and Hindi. Annual Review of Applied Linguistics, 3, 50-77.

This study examines the various approaches to discourse analysis in general and to English and South Asian languages in particular. The grammatical structure of Hindi is examined. Sociocultural factors are also examined as they are seen to have considerable influence in constructing and interpreting discourse. The implications of such analyses for theoretical, empirical and pedagogical research are stated. (JT)

Parasher, S.V. (1977). Focus on learner's English: A case study of Hindi-speaking first year students' performance. CIEFL Bulletin, 13, 41-57.

This study identifies and categorises some of the written errors made by native speakers of Hindi in the first year degree class. The source of errors is traced to
i) overgeneralization; ii) negative transfer from first language; iii) pressure of one English construction on another and iv) overdrilling of certain items. It is suggested that areas of deviation can provide ground for remedial work. (JT/ERIC)

Rahman, S.E. (1982). A contrastive grammar of English and Urdu form classes. (Doctoral dissertation, Northern Illinois University). Dissertation Abstracts International, 43, 1134A.

The study presents a contrastive analysis of the structural features of English and Urdu form classes.The underlying assumption of this method is that difference or similarity in the use of structural devices in either language impedes or facilitates the learning of the other language. The study primarily focuses on differences in the two languages and offers pedagogical insights into preparation of effective teaching and testing materials. (JT/AA)

Ramasamy, K. (1985, April). Compatability of language use across the curriculum in school level textbooks. Paper presented at

RELC Regional Seminar on Language Across the Curriculum, Singapore.

This article reports a study on language - related and non-language-related textbooks in Kannada, Hindi and English, prescribed for students of grades five and six. The results indicate that there is a failure to tap linguistic potentiality among the different books. The implication of the findings is that more efficient language learning will ocur when we utilise knowledge of the First L^nguage. (JT/ERIC)

Sharma, N.K. (1983). Bilingual recogniton and lexical representations. Psycho-L ngua, 13, 1-7.

This is a report of a recall/recognition experiment on Hindi-English bilingual.:. The subjects were asked to read word pairs from a subdeck of cards and were then asked to choose from a full deck they had seen before. There were more errors committed in the alternate language. The findings indicate that there is a language-specific organization in bilinguals. (JT/LLBA)

Siddiqui, A.H. (1977). The syntax and semantics of questions in English, Hindi and Urdu: A study in applied linguistics. (Doctoral dissertat^on, Ohio State University). Dissertation Abstracts International, 38, 2749A.

This dissertation examines the syntax and semantics of questions in English, Hindi, and Urdu. The underlying tneory of this study is Generative Transformational Grammar. The study describes the features of questions in these languages and contrasts them . The pedagogical implicatioins for teaching of questions to Hindi-Urdu speakers learning English as a second language or vice versa are stated. (JT/AA)

Sood, S. C. (1981). Use of mother-tongue in teaching learners to choose the appropriate form of the indefinite article. English Language Teaching Journal, 35, 172-174.

This study describes the problems encountered by college students whose native language is Hindi in using the appropriate form of   the indefinite article.   The reasons for this are i) the method   of teaching and ii) the nature of the English language. The use   of the native language to remedy this situation is suggested. (JT)

(92)

MARATHI

Pandharipande, R. (1983). LInguistics and written discourse in
   particular languages: Contrastive studies: English and Marathi.
   Annual Review of Applied Linguistics, 3, 118-136.

This paper analyses the discourse features of English and Marathi
and points out the similarities and differences in the two
languages. It is noted that sociocultural, syntactic and
organizational factors also determine the form and function of
discourse. Such a contrastive analysis yields useful
information for predicting the likely areas of difficulty for
Marathi speakers learning English as a second language. (JT)

Yardi, V.V. (1988). Teaching English pure vowels to the Marathi
   learner: Some suggestions. English Language Teaching Journal,
   32, 303-307.

This study presents some of the likely problems of Marathi
speakers in pronouncing the English pure vowels, based on a
contrastive analysis of the sound of both languages. The problems
anticipated are i) vowel length ii) vowel quality and iii) the
length and quality that separates long vowels from short ones.
It is suggested that mechanical drills be avoided and
similarities between the sound systems of the languages be
highlighted. (JT)

(93)

PUNJABI

Anderson, J. (1982, July). The measurement of perception of cohesion: A second language example. Paper presented at the annual meeting of the World Congress on Reading. Dublin, Ireland.

This study aimed at examining student's perception of textual cohesion. Subjects, whose first language was either Punjabi or Italian were given test booklets containing a number of text deletions. Students did not display any serious weakness in measured points. The study is a useful method for measuring readers' text processing strategies. (JT/ERIC)

Avery, P., Ehrlich,S., Mendelson-Burns,I., & Jull, D. (1987). The sound system of English. TESL-Talk, 17, 81-116.

The article describes some of the pronunciation difficulties of Punjabi-speakers learning English as a second language. The main problems are an inability to distinguish certain phonemes in English; the insertion or deletion of a vowel or consonant and the use of incorrect stress and faulty intonation patterns. (JT)

Dawe, L. (1983). Bilingualism and mathematical reasoning in English as a second language. Educational Studies in Mathematics, 14, 325-353.

This is a report on a study of bilinguals (Punjabi, Mirpuri, Italian and Jamaican) who were growing up in England. The first language competence was extremely important for the child to reason in Mathematics in English as a second language. (JT/ERIC)

Duncan, D.M., Gibbs, D.A., Noor, N.S., & Whittaker, H.M. (1985). Bilingual acquisition of L1 Punjabi and L2 English by Sandwell Primary School children. ITL, Review of Applied Linguistics, 70, 1-32.

Diagnostic expressive language tests of Punjabi as a native language and English as a second language were devised and administered to native Punjabi speakers who had spent five, eight, or eleven terms at a school in England.Scores were analyzed to provide profiles of their behaviours in the two languages. Both languages showed increased sophistication of use with age. Native language skills showed a sprint between the eighth and eleventh terms while English language skills showed a more steady growth. Language transfer of some features was found to take place from English to Punjabi but not in the opposite direction. (LLBA)

Duncan, D.M., & Gibbs, D.A. (1987). Acquisition of syntax in Punjabi and English. The British Journal of Disorders of Communication, 22, 129-141.

The article reports a study of bilingual children whose native language was Punjabi and second language English. The children were tested in three age/term gaps on oral expressive language tests of their syntax development in both languages. The major findings were i) second language development follows almost the same first language patterns; ii) there was no transfer from first language into second language but only from second language into first language. (JT/LLBA)

Huebner, T. (1989). Establishing point of view: The development of coding mechanisms in a second language for the expression of cognitive and perceptual organization. Linguistics, 27, 111-143.

An untutored Punjabi speaking learner of English developed a system of encoding that reflected neither his first nor target language. It is suggested that this system reflects transfer at the functional level and that cognitive organization effects ways on which target language forms are taken into the learner's variety. (JT/LLBA)

Jackson, H. (1982). Errors of Punjabi learners of English: A comparison of the grammars of Punjabi and English. ITL, Review of Applied Linguistics, 55, 69-91.

The likely errors of Punjabi-speakers learning English were predicted based on a contrastive analysis of the grammars of the two languages. The predictions were with actually occuring errors. Grammar of clause, phrase, word are treated in separate sentences. (JT/LLBA)

Seesahai, M. (1977). Punjabis learning English: Word order. TEAL Occasional Papers, 1 (Available from Maureen C. Sawker, British Columbia Association of TEAL, c/o Edward Camp   2750 Oak Street, Vancouver, British Columbia, Canada).

This paper contrasts the five basic sentence patterns in English and Punjabi in order to arrive at the differences in word order between the two languages. The pedagogical implications of the study are that a learner's knowledge of first language should be tapped in teaching a second language. (JT)

TAMIL

Ghadessy, M. (1989). Selection of developmental errors by students
with different L1 backgrounds. International Review of Applied
Linguistics, 27, 53-63.

This study is based on the concept of errors as measurable
variables that can be attributed to different learning
strategies. Subjects were primary school students with different
language backgrounds- Chinese, Malay and Tamil. Results indicate
that there is no significant difference between the three groups
in terms of developmental errors. However there is not always
a correlation between marks obtained in accuracy and fluency
tests. The implication is that both types of test items are
needed to provide assesment of total competence of learners.
(JT/AA)

Henderson, L. P. (1984). A phonological contrastive study of Tamil
and English (Doctoral dissertation , University of Victoria,
Canada). Dissertation Abstracts International, 46, 2281A.

The phonological systems of English and Tamil are contrasted. The
speech of English and Tamil by L2 speakers highlights the
interference of L1. This study helps establish the phonological
traits shared by the two languages, as well as those found in one
but absent in the other. (JT/AA)

Henderson, L. P. (1988). Interference in second language learning:
The acquisition of English and Tamil phonemes by native speakers
of Tamil and English. ITL, Review of Applied Linguistics, 81, 73-
111.

The errors in speech of subjects learning either English or Tamil
as a second language are examined. The errors are seen in terms
of the interference of the first language. (JT/LLBA)

Kumaravadivelu, B. (1986). Constraints of the acquisition and
production of anaphora in English as a foreign language (Doctoral
dissertation, University of Michigan). Dissertation Abstracts
International, 47, 3748A.

The study investigates constraints on anaphora learning in
English as a foreign language by native speakers of Tamil. The
major findings are that i) sentential anaphora is acquired before

discoursal anaphora; ii) single reduction is acquired earlier than double reduction; iii) there is no transfer of subjects L1 capability to L2; iv)there is a transfer of L1 forward only principle to L2; v) directionality and f) topic continuity hierarchy operate as constraints on anaphora learning. To explain the variations in effects of language transfer and language universals the maturation hypothesis is proposed. (JT/AA)

Kumaravadivelu, B. (1988). Communication strategies and psychological processes underlying lexical simplification. International Review of Applied Linguistics, 26, 309-319.

The article analyzes the written discourse of advanced Tamil-speaking learners of English as a second language. Eight communication strategies are discussed. They are 1) extended use of lexical items; 2) lexical paraphrase; 3) word coinage; 4) L1 equivalence; 5) literal translation of L1 idiom; 6) L1 mode of emphasis; 7) L1 mode of linking and 8) L1 cohesive devices. (ERIC)

****

INDIANA UNIVERSITY OF PENNSYLVANIA

EN 743

SECOND LANGUAGE ACQUISITION

Dr. DÁN J. TANNACITO

ESL ACQUISITION FOR SPANISH NATIVE SPEAKERS

ANNOTATED BIBLIOGRAPHY

BY

FRANKLIN CHAVES
IVANNIA JIMENEZ

* SPRING 1990 *

****

INTRODUCTION

The present annotated bibliography is a compilation of articles and papers about English as a Second Language acquisition for Spanish native speakers. Due to the interest of the compilers, this bibliography was intended to mainly include research in ESL acquisition for Spanish speakers, but some pedagogical articles have been included because the topics treated are, in one way or the other, related to ESL acquisition research.

It should also be mentioned that most of the research done and included by the annotators of this bibliography, has involved bilingual subjects, whose language acquisition process could be considered as different from that of second language speakers.

Other aspects to mention are that all of the articles and papers included in the bibliography were published or presented after 1984, and that the sources used for this bibliographic compilation were: ERIC (Educational Resources Information Center), Current Index to Journals in Education (CIJE), Language Teaching Abstracts (LTA), Linguistics and Language

Behavior Abstracts (LLBA), and Sociolinguistics
Abstracts (SLA).

For the purpose of clarification, the compilers
decided to use their initials for first and last name,
and the acronyms of the source when the abstract has
been modified (e.g. IJFC/ERIC), and not to use anything
when the abstract is the one orginally taken from the
source.

Aguirre, A. (1985). A sociolinguistic approach to the
    experimental study of language alternation in
    bilingual speech. Reviue Romaine de Liguistique,
    30(3), 293-302.

Examines the association between a bilingual speaker's
grammatical knowledge and acceptability judgements for
statements characterized by English/Spanish language
alternation. Results show that bilingual speakers can
make acceptability judgements for long alternation in a
similar manner to monolingual speakers' acceptability
judgements, for their language and that grammatical
knowledge is closely associated with acceptability
judgements for language alternation code sequences.
(IJFC/ERIC)

Alvarado, C. (1986). Comments on the pro-drop
    parameter on second language acquisition.
    Language Learning, 36(2),
    227-230.

Addresses the question whether speakers of Pro-Drop
Languages (eg. Spanish) lose all three significant of
Pro-Drop at once when acquiring a non Pro-Drop language
(eg. English). It is suggested that testing with
isolated sentences does not provide a picture of the
learner's performance. (IJFC/ERIC)

August, D. L. (1987). Effects of peer tutoring on the
    second language acquisition of mexican-american
    children in elementary school. TESOL Quarterly,
    21(43), 717-36.

Reports on two classroom studies regarding the effects
of peer-tutoring intervention on the second language
(English) acquisition of Mexican-American elementary
children. Finding suggest that peer tutoring may be
effective in encouraging interaction between native and
nonnative speakers.

Avery, P. (1987). Specific pronunciation problems.
    TESL Talk, 17(1), 81-116.

Reviews common pronunciation problems experienced by
learners of English as a second language who are native
speakers of Vietnamese, Cantonese, Spanish, Portuguese,

5

Italian, Polish, Greek, and Punjabi. (IJFC/CIJE)

Baecher, R. E., Coletti, C. D. (1988). Two way
bilingual programs: language learning as resource.
Paper presented at the Annual Meeting of the
AmericanEducational Research Association.
New Orleans, LA.

Assesses the performance of language minority and
language majority children in a two way Spanish English
bilingual education program in Port Chester, New York.
Treating language learning as a resource for all
students, with each group of children teaching their
native languages to the other. Results demonstrate
that students benefit from second language learning in
the curriculum but that care should be taken to ensure
that native language skills and progress not be
compromised. (IJFC/ERIC)

Bardovi, K., Bofman, T. (1989). Attainment of
syntactic and morphological accuracy by advanced
language learners. Studies in Second Language
Acquisition, 11(1), 17-34.

A study examined the relationship between syntactic
complexity and overall accuracy in the written English
of 30 advanced learners of English from five different
native language groups. Results show similar patterns
of error distribution, a similar level of relative
strength in syntax, and relative weakness in
morphology.

Bebout, L. (1985). An error analysis of misspelling
made by learners of English as a first and second
language. Journal of Psycholinguistic Research,
14(6), 569-593.

An attempt to derive a classification for English
spelling errors by native and nonnative speakers. All
of the misspelled items from some fill in the blanks
exercises, and eight categories of error were
distinguished. Spanish speakers made more errors than
the native speakers on consonant doubling and fewer on
unstressed schwa and silent e. Reasons for these
differences are discussed. (IJFC/LLBA)

Benedetto, R. (1985). _Language ability and the use of top level organization strategies._ Paper presented at the Annual Meeting of the National Reading Conference, San Diego.

Addresses the relationship between language ability, the use of top level organizational strategies that focus on the macrostructure of written text, and the comparative use of these strategies when reading expository texts in native and second language of five hispanic ESL students in an urban bilingual community college. Results show that the lack of an efficient approach to written text in L1 exhibits less sensitivity to discourse constraints when reading in L2 in spite of acquired language ability. (IJFC/ERIC)

Benji, W. (1987). Spanish-English grammatical contact in Los Angeles: the grammar of reported speech in the East Los Angeles English contact vernacular. _Linguistics_, _25_(1), 53-80.

Affirms that the English of Mexican community in LA features construction is attributable to isomorphism with Spanish. Though English is their L2, unlike pidgin/creole situation, a background passive knowledge of Spanish is shared. The alignment of English with Spanish is attributed to supportive code-switching. (IJFC/LA)

Betancourt, F., Phinney, M. (1987). _Sources of writing block in bilingual writers._ Sources of Writing Block in Bilingual Writers, Puerto Rico.

Examines writing apprehension in bilinguals, a common problem among Puerto Rican college students who take composition courses in both their native Spanish and ESL. A questionnaire designed to determine the sources of apprehension was administered to three groups of students. Results indicate that the sources of writing apprehension vary according to the language used and the student's writing experience. (IJFC/ERIC)

Bonnie, U. (1985). Bilingualism as code and
bilingualism as practice. Anthropological
Linguistics, 27(4), 363-386.

The terms borrowing, interference and assimilation
presuppose the existence of monolithic, separable
entities: codes. The fact that Puerto Rican bilinguals
in NY switch English and Spanish forms says very little
about what they do as cultural actors. They use forms
within a uniform pragmatic system, no forms from two
systems. Incomplete switching is one indicator that
their English and Spanish form a contiguous system
which elements may be drawn from sources referable to
two codes. (IJFC/LA)

Brutten, S. (1987). Identifying discrepant item
response patterns (item bias) in a measure of ESL
subjects' control of the (d) and (z) morphemes,
Report. Illinois.

Measures the pronunciation accuracy for the (d) and (z)
morphemes of Chinese and Spanish speakers in a study of
detection of test item bias. Six indices were
calculated for each item. Twelve items were flagged as
biased by one or more indices. Five items were flagged
for both language samples. The classical item indices,
item difficulty and the point biserial correlation
coefficient, flagged more items than the remaining
indices combined. This finding can be explained by the
fact that both samples exhibited similar levels of
performance on the pronunciation task. (IJFC/ERIC)

Cain, J. (1987). Acquisition strategies in a first and
second language: are they the same? Journal of
Child Language, 14(2), 333-352.

Investigates native English speaking adults, and native
Spanish children's acquisition of noun gender and its
function in Spanish revealed significant differences in
first and second language acquisition. Suggests a
developmental progression in acquisition of noun gender
for both groups. (IJFC/CIJE)

8

Carlisle, R. (1986). The influence of markedness on epithesis in spanish interlanguage phonology. *PALM*, *2*(1), 88-96.

Examines the effects of markedness on second language acquisition. Native Spanish speakers read sentences containing various target syllable onsets. Presence of epenthesis as well as other phonetic modifications of target onsets containing /s/ were noted. Results indicated that markedness relationship within the target language can be valid predictor of difficulty in second language acquisition. (IJFC/LLBA)

Carrell, P. (1988). *Second language reading: reading, language, and metacognition.* Reading, Language, and Metacognition. Revised version of a paper presented at the 22nd Annual Meeting of the Teachers of English to Speakers of Other Languages, Chicago, IL.

Investigates the role of metacognitive skills and the conception of reading in the reading comprehension of adult native speakers of Spanish and English. The study examines reading conceptions and comprehension in L1 and L2. Results suggest that both first language reading ability and second language proficiency have significant effects on second language reading ability. Results concerning metacognitive skills were suggestive but not conclusive. (IJFC/ERIC)

Carrell, P. (1984). Evidence of a formal schema of second language comprehension. *UM language Learning*, *34*(2), 87-112.

An empirical study of the effects of story structure on reading comprehension in ESL by Arabics, Spanish, Japanese and others. Results show that quantity and temporal sequence of story recall are affected by differences in story structure: recall was greater and in input order when the structure's rhetorical organization conformed by the readers schema. Findings are discussed in terms of schema theoretic approaches to reading and the effects rhetorical schemata on ESL reading comprehension. (IJFC/LLBA)

Carrell, P. (1988). Metacognitive awareness and second language reading. *Modern Language Journal*, *73*(2), 121-34.

Investigates second language readers' awareness and use of first and second language reading strategies indicated that in first language reading "local" reading strategies correlate negatively with reading performance. Local strategies were positively correlated for English first language readers of Spanish, while global strategies were positively correlated for Spanish first language readers of English. (IJFC/ERIC)

Casey, L. (1989). On alienation and ESL students. *Phi Delta Kappan*, *71*(1), 74-75. (Reprint UMI)

As an American alone in Barcelona, Spain, the author came to understand the everyday difficulties faced by her English as a Second Language students in California. Being relatively affluent and well-educated is no substitute for being proficient in a foreign language, but practice helps.

Chesterfield, R., Chesterfield, K. (1985). 'Hoja's with the H': spontaneous peer teaching in bilingual classrooms. *Bilingual Review*, *12*(3), 198-208.

Presents the instructional episodes engaged in by bilingual first graders. Findings indicate that peer instruction occurred frequently and that proficiency in English was not a determining factor in the language choices made by individual students.

Chesterfield, R., Chesterfield, K. (1985). Natural order in children use of second language strategies. *Applied Linguistics*, *6*(1), 45-59.

Affirms that studies of second language learning must deal with the master of specific grammatical forms and also with the ability of learners to take advantage of specific learning experiences. A broadened definition of communicative strategies developed by Torone was applied to a study of learning strategies used by young Mexican children in a bilingual classroom.

Corrales, O., Call, M. (1989). At the loss of words: the use of communication strategies to convey lexical meaning. *Foreign Language Annals*, *22*(3), 222-240.

Centers on the Communication strategies used by two groups of Spanish speaking students of English to express lexical meaning. The study of communication strategies can provide insights into the ways in which interlanguage changes and develops as language learners become increasingly proficient in the target language. (IJFC/ERIC)

Cole, J., De Leon, J. (1985). *An investigation into the development and validation of an assessment procedure for identifying language disorders in spanish/english bilingual children*. New Mexico State Univ., Las Cruces. College of Education.

Sixty Mexican American children from two school districts in New Mexico participated in the study to develop and validate an assessment procedure to determine language disorders in Spanish-English bilingual children. The findings demonstrated the complexity of attempting to develop and validate a procedure and the obvious need to establish some validity in the diagnosis of language disorders in Spanish-English bilingual children. (IJFC/ERIC)

Commins, N., Miramontes, O. (1987). *A descriptive study of the linguistic abilities of a selected group of low achievement hispanic bilingual students.* Paper presented at the 68th Annual Meeting of the American Educational Research Association, Washington, DC.

Investigates the notion that bilingual students' low academic achievement may be due to semilingualism (having limited language skills) in each of the two languages, and the cognitive deficits that presumably result. The subjects were two boys and two girls from the fifth and sixth grades with low proficiency in either English or Spanish. The findings strongly confirmed that teachers perceive their students as limited and adapt the instructional program to suit that perception. (IJFC/ERIC)

Contreras, H. (1987). Small clauses in Spanish and
    English. _Natural Language and Linguistic Theory_,
    _5_(2), 225-245.

Discusses recent literature on the structure of
sentences in English and Spanish which, according to
Stowell, involve small clauses constituents which are
maximal projection of their predicates. It is
suggested that the difference between English and
Spanish in allowing subjects can be accounted for quite
straightforward. (IJFC/LA)

Corrales, O., Call, M. (1989). At a loss for words:
    the use of communication strategies to convey
    lexical meaning. Foreign Language Annals, _22_(3),
    227-40.

A study investigated communication strategies used to
express lexical meaning in English by two groups
(intermediate and advanced) of Spanish speaking adult
learners of English as a Second Language. Both
structured and unstructured tasks were used to assess
interlanguage development vis-a-vis proficiency, and
results indicated that the unstructured task elicited
more transfer strategies from both groups of students.

d'Anglejan, A., Painchaud, G., Renaud, C. (1986).
    Beyond the language classroom: a study of
    communicative abilities in adult immigrants
    following intensive instruction. _UM TESOL_
    Quarterly, _20_(2), 185-205.

An investigation of the ability of adult immigrants to
communicate in an interview as they were completing a
second language program and six months later.
Interviews were carried out with two groups of
immigrants (1.Asian, and 2.Poles, and Latin Americans)
of different levels of ability. Analysis of results
for students who progressed, regressed, or remain
stable over the six month period showed more progress
among the lower level students. (IJFC/LLBA)

Davis, Z. (1989). Input frequency and developmental
    sequence in ESL: should it drive curricula and
    instruction? *NABE: The Journal for the National
    Association for Bilingual
    Education*, *10*(3), 199-212.

Describes longitudinal case study of the developmental
sequence of certain English forms and the influence of
input frequency on their acquisition by three-Spanish
speaking elementary students. Reports findings which
suggest that developmental sequence is variable and
that input frequency does not influence it
particularly.

de Guerrero, M. (1986). *Strategies of peer interaction
    in the monolingual ESL class.* Paper presented at
    the 6th Annual University of South Florida
    Linguistics Club Conference on Second Language
    Acquisition and Second Language Teaching,
    Tampa, FL.

Studies strategies of negotiation for meaning used by
students with a common language background (Spanish)
when speaking English; and the dynamics of repair
during pair work, a frequently used technique for
eliciting conversation. Strategies during repair
included word replacement, reordering, and word search.
The subjects were able to correct each other,
especially when self-repair was not working.
(IJFC/ERIC)

de Guerrero, M. (1987). The din phenomenon: mental
    rehearsal in the second language. *Foreign
    Language Annals*, *20*(6), 537-48.

A study of 52 Spanish-speaking English as a second
language college students revealed that the din
phenomenon (a form of spontaneous mental rehearsal in
which words, sound, and phrases are replayed) was very
common among subjects and at all stages of language
acquisition. (IJFC/LLBA)

Derrick Mescua, M., Gmuca, J. (1989). _Concepts of unity and sentence structure in Arabic, Spanish, and Malay._ Paper presented at the 36th annual meeting of the Conference on College Composition and Communication, Minneapolis, MN.

Studies the concepts of unity in expository prose and of sentence structure as understood by Arabic, Malay, and Spanish speakers to discover why some students grasp some concepts more readily than others. Results show several differences in the way subjects interpret writing and the purpose of their prose. (IJFC/ERIC)

Dolson, D. (1985). The effects of Spanish home language use on the scholastic performance of hispanic pupils. _Journal of Multilingual and Multicultural Development_, _6_(2), 135-55.

Describes a study of home language use patterns of urban Hispanic families to determine the differences between academic achievement, language development, and psychosocial adjustment of children whose families have maintained Spanish as the main home language and those whose families have switched to English. The results challenge the assumption that children from Spanish language homes do worse.

Eubank, L. (1989). Parameters in second language learning: Flynn revisited. _Second Language Research_, _5_(1), 43-73.

Replication of research on the relationship between Universal Grammar (UG) and Second Language Learning. The present study's findings contradicted the previously supported theory regarding the importance of Universal Grammar to second language acquisition.

Eukanks, A.C., Ferguson, W.F. (1987). Hispanic ESL students and the linguistics of under three treatment conditions. _Reading Improvement_, _24_(2), 121-125.

Attempts to determine the efficacy of the three treatment conditions in the teaching of related English words to central and south americans who had come to the United States to learn how to speak or read

English. Findings indicate that the best treatment
conditions were words with a picture, words in
isolation and words in a sentence. However, when
tested for retention after 24 hours, the order then
became word in sentence, word in isolation, word with a
picture. (IJFC/ERIC)

Fayer, J. (1986). Writing apprehension among Puerto
Rican university students. Paper presented at the
72nd Annual Meeting of the Speech Communication
Association, Chicago, IL.

Compares Levels of apprehension when writing in English
versus native Spanish, for males versus females, and
for students enrolled or not enrolled in writing
classes. The results indicate that the students,
particularly the women, are more apprehensive when
writing in the second language. The levels of writing
apprehension in English were found to be lower than the
levels of communication apprehension in English
reported in earlier studies. (IJFC/ERIC)

Fayer, J., Krasinski, E. (1987). Native and nonnative
judgments of intelligibility and irritation.
Language Learning, 37(3), 313-26.

It was found that native English speakers and native
Spanish speakers who listened to tapes of Puerto Rican
learners of English of various levels of proficiency
differed principally in how they rated the linguistic
form of the speakers and in the annoyance reported.
Pronunciation and hesitations were reported by both
groups as the most distracting features.

Fillmore, L. (1985). Learning English through
bilingual instruction, final report. Report.
California University, Berkeley.

Investigates the effects of instructional practices and
patterns of language use in bilingual and English only
classrooms on general academic development and the
development of English language skills by limited
English proficient Chinese and Spanish speaking
students. It was found that variables influencing
development of English production skills included:
interactional opportunities, quality of the learning

environment, and quality of language and teaching.
(IJFC/ERIC)

Flege, J. E. (1984). Transfer and developmental
processes in adult foreign language speech
production. Applied Psycholinguistics, 5(4), 323-
347.

This study tested the hypothesis that factors that
shape children's production of their native language
will also influence adult pronunciation in a foreign
language. The final stops in CVC English words
produced by speakers of English, Spanish and others were
analyzed. The findings suggest that in addition to
transfer processes arising from phonetic and
phonological differences, developmental processes
similar to those affecting child L1 production also
influence L2 speech production. (IJFC/LT)

Flege, J., Bohn, O. (1989). An instrumental study of
vowel reduction and stress placement in
Spanish-accented English. Studies in Second
Language Acquisition, 11(1), 35-62.

Compares how native speakers of Spanish and English
produced four English word pairs that are
morphologically related but differ in stress and vowel
quality. Results suggest that English-like stress
placement is acquired earlier than vowel reduction.
The magnitude of differences observed suggests that
second language learners acquire stress placement and
vowel reduction in English on a word-by-word basis.
(IJFC/LT)

Florez, V., Hadaway, N. (1987). Relationship of oral
language proficiency and writing behaviors of
secondary second language learners. Paper
presented at the 15th Southwest Regional
Conference of the International Reading
Association, Phoenix, AZ.

Examines the impact of oral language competence in the
writing behavior of secondary students of English as a
second language. Samples of students writing in both
native Spanish and English were analyzed. Oral
language development could have an effect on writing

behavior, but oral language proficiency scores may not
indicate what to expect of the students' composing
behavior. (IJFC/ERIC)

Flynn, S. (1987). Contrast and construction in a
    parameter-setting model of L2 acquisition.
    Language Learning, 37(1), 19-62.

The parameter-setting model of universal grammar
provides a basis for integrating two theories of second
language acquisition: contrastive analysis and creative
construction. The elicited responses of adult native
speakers of Spanish and adult native speakers of
Japanese were examined. The head-initial/head-final
parameter was the principle explored.

Flynn, S. (1986). Production vs. comprehension:
    differences in underlying competencies. Studies
    in Second Language Acquisition, 8(2), 135-64.

Fifty-one adult Spanish speakers at three levels of ESL
ability were tested in both their elicited imitation
(production) and act-out (comprehension) of complex
sentences that were structurally identical. Analysis
of variance results indicate that production tests, not
comprehension tests, principally evaluate a learner's
structural knowledge.

Fuller, J., Gundel, J. (1987). Topic-prominence in
    interlanguage. Language Learning, 37(1), 1-18.

Investigates the role of topic-comment structure and
the frequency of topic-prominence in the oral
interlanguage of Chinese- Japanese-, Korean-, Arabic-,
Farsi-, and Spanish-speaking adult students of English
as a second language. Results indicate that second
language learning is generally characterized by an
early topic-comment stage, independent of the learners.

Galambos, S., Hakuta, K. (1988). Subject-specific and
    task-specific characteristics of metalinguistic
    awareness in bilingual children. Applied
    Psycholinguistics ,9(4), 141-62.

Investigates the relationship between bilingualism and
metalinguistic awareness in Puerto Rican Spanish- and

English-speaking children. Findings indicate that native language proficiency, as well as the degree of bilingualism, affect metalinguistic awareness, and that these effects interacted with the types of items in the metalinguistic tasks.

Galvan, M. (1986). The writing processes of Spanish speaking bilingual/bicultural graduate students. Reports. New York.

Investigates the writing processes in English, using ethnographic methodology of Spanish speaking bilingual, bicultural graduate students and the possible influence of their linguistic and cultural backgrounds upon these processes. Findings revealed that the writing in English by these students was in large part controlled by their acquired and native language, thought, and culture. Expressive (focus on culture), instrumental (focus on language), and technical (focus on thought) were the three modes used in writing. (IJFC/ERIC)

Garcia, O. (1988). Spanish language use and attitudes: a study of two new york city communities. Language in Society, 17(4), 475-511.

A comparative study of two Hispanic communities in New York City focused on how social status and ethnic configuration affect linguistic and attitudinal behaviors. Differences in language proficiency, use, and attitude among Central Americans, Cubans, Dominicans, Puerto Ricans, and South Americans were found, and the Dominicans in the two communities were compared.

Garnett, N. A. (1987). An intercultural exchange program at the secondary level. Hispania, 70(4), 12-14.

Describes a year long intercultural exchange program between fifth year Spanish students from a suburban high school and English as a second language students from an inner city junior/senior high school in Rhode Island. Results of the exchange show that attitudes and proficiencies improved for both sets of students.

Germany G., P. (1987). Errores intralinguisticos y de
desarrollo en hispano-hablantes que aprenden
ingles (Transitional competence and interlanguage
(errors) of spanish-speaking subjects learning
English). *Language y Sciencias*, *27*, 73-91.

Analyzes, classifies, and interprets interlingual and
developmental errors, made on spontaneous writing task
by Chilean high school students to understand the
nature of the superficial errors committed by spanish
speaking students learning English and to determine the
deep structural categories that are implicated by their
difficulty in correctly internalizing certain English
rules. Results show both groups to have attained a
state of transitional competence that is uniform and
similar. (IJFC/LLBA)

Germany, P., Alarcon., M. (1985). Characterization de
la competencia linguistica transicional a traves
del analisis de errores (Characterization of
transitional linguistic competence through error
analysis). *RLA, Revista de Linguistica Teorica y
Aplicada*, *23*, 151-155.

Discusses the theoretical implications of these
questions: What is meant by "error" in error analysis?,
What kind of errors may be submitted to analysis?, What
advantages and disadvantages does an error analysis
methodology present?. It is suggested that, in
addition to facilitating psycholinguistic research,
error analysis offers a method of assessing learner's
competence with greater naturalness. (IJFC/ERIC)

Gersten, R. (1988). Alternative educational models for
language minority students: research on structured
immersion. *Equity and Excellence*, *23*(4), 14-16.

Despite claims that structured immersion programs for
language minority students cannot work for low-income
students, two immersion projects with low-income
Hispanic and Asian children worked; their effects
appeared to endure even after students entered the
mainstream.

Goldstein, M. (1987). Standard English: the only
target for nonnative speakers of English? *TESOL
Quarterly*, 21(3), 417-36.

In a study demonstrating that Black English was target
for Hispanic boys acquiring English as second language,
it was shown that extensive peer contact with Blacks
was necessary but not sufficient for acquisition of two
features of Black English (negative concord and
distributive "be") and that choice of Blacks as
reference played no role in acquisition of these
features.

Graham, R., Belnap, K. (1986). The acquisition of
lexical boundaries in English by native speakers
of Spanish. *IRAL*, 24(4), 275-86.

Reports a study of native Spanish speakers' acquisition
of the ability to discriminate lexically in English
between similar items with different characteristics.
The study also examined the role of first-language
interference in the process.

Halsall, S. W. (1986). *An ethnographic account of the
composing behaviors of five young bilingual
children.* Paper presented at the 67th Annual
Meeting of the American Educational Research
Association, San Francisco, CA.

Examines bilingual children's composing behaviors
during classroom writing and their perceptions of
writing. Students' descriptions of what occurred in
their day-to-day environment were analyzed using
ethnographic methods. Collected data were analyzed
using the developmental research sequence described by
J. Spradley, and 12 composing behaviors were
identified. (IJFC/ERIC)

Hansen, D. (1989). Locating learning: second language
gains and language use in family, peer and
classroom contexts. *NABE:The Journal for the
National Association for Bilingual Education*,
13(2), 161-80.

Finds that, among 117 Mexican-American second and fifth
graders from Spanish-dominant homes, reading

comprehension gains were proportionately much smaller
in summer than the school year, while summer and school
year gains in auditory vocabulary were similar.
Discusses family, peer, and classroom influences on
distinct language skills.

Hayes, E (1989). Hispanic adults and ESL programs:
     barriers to participation. _TESOL Quarterly_,
     _23_(1), 47-63.

Analyses data collected from 200 Hispanic adults
enrolled in large urban English·as a Second Language
programs. Identifies four factors that serve as a
basis for a tentative typology of low -literacy
Hispanic adults' participation in ESL programs.

Heckler, E. (1985). _The acquisition of the passive by_
     ESL learners. Report. Texas.

Studies the acquisition of the passive sentence
structure by 36 adult learners of English as a second
language (ESL). Twelve learners each spoke Arabic,
Japanese, and Spanish as their native language. For
each language group, four were beginners, four
intermediates, and four advanced learners of English.
Types of sentence structures that were easier/harder to
learn are identified. (IJFC/ERIC)

Hidalgo, M. (1986). Language contact, language
     loyalty, and language prejudice on the Mexican
     border. _Language in Society_, _15_(2), 193-220.

Documents attitudes toward English, Spanish, and
Spanish English code switching in Juarez, Mexico. This
paper refutes the notion that there are two
orientations integrative and instrumental toward
English as a second language, but it supports
assumptions regarding the relationship between
attitudes and use and the impact of local milieu on
language attitudes.

Horwitz, E. (1988). The beliefs about language
    learning of beginning university foreign language
    students. *The Modern Language Journal*, *72*(3),
    283-294.

The effects of beliefs about language learning on
acquisition of a foreign language were explored in a
study in which a measure was developed to assess
students' attitudes. The About Language Learning
Inventory (BALLI) studies five areas: difficulty of
language learning, foreign language aptitude, the
nature of lang learning, and communicative strategies,
and motivation and expectations. The BALLI was
administered to Spanish, German, and French Students.
Results show similar beliefs among the three groups.
(IJFC/LLBA)

Huber, L. (1988). Project LEIF: learning English
    through internal friendship. *Working Papers in
    Educational Linguistics*, *4*(1), 72-88.

The project LEIF at Temple University aimed at Asia and
Hispanics immigrants is described. The program pairs
young adult English native speakers with older adults
with limited English proficiency. Specific speech
behavior is described. Differences in the kind of
information conveyed in English and in Spanish are
noted. (IJFC/LLBA)

Hull, P. (1987). *Bilingualism: language and
    personality shift.* Paper presented at the Annual
    Meeting of the Western Psychological Association,
    Long Beach, CA.

Studies the relationship of bilingualism to personality
traits. Subjects were Chinese-English and
Spanish-English coordinate bilingual adults.
Personality profiles derived from the English version
differed significantly from those derived from the
native language version, suggesting that coordinate
bilinguals function differently depending on their
current linguistic context. These results affirm the
existence in bilinguals of differing cognitive
processes in the two languages.

Irujo, S. (1986). Don't put your leg in your mouth:
    transfer in the acquisition of idioms in a second
    language. TESOL Quarterly, 20(2), 287-304.

Describes an investigation of whether second language
learners use knowledge of their first language to
comprehend and produce idioms in the second language.
Results showed identical idioms were the easiest to
comprehend, similar idioms were comprehended almost as
well, and different idioms were the most difficult to
comprehend and produce.

Irujo, S. (1986). Steering clear: avoidance in the
    production of idioms. Paper presented at the
    Annual Meeting of the Teachers of English to
    Speakers of Other Languages, Anaheim, CA.

Investigates whether 12 bilingual Spanish/English
speakers, who had learned ESL as adults but whose
conversation showed very few grammatical or lexical
errors, would attempt to use English idioms in a
translation task containing idioms, or would instead
use non-idiomatic synonyms or paraphrase. It also
looked at which idioms are used and which are avoided.
The results showed that the best known English idioms
were the ones with identical Spanish equivalents, and
the least known were totally different in the two
languages. (IJFC/ERIC)

Johnson, J. (1989). Factors related to cross-language
    transfer and metaphor interpretation in bilingual
    children. Applied Psycholinguistics, 10(2),
    157-77

Examination of factors underlying cross-language
transfer in metaphor interpretation among bilingual
(Spanish-English) 7- to 12-year-old indicated that
metaphor interpretation ability was higher in the older
subjects. The level of metaphor interpretation was
most strongly related to cognitive developmental
variables that were interdependent across languages.

Kenji, K. (1987). Degree of bilingualism and cognitive
    ability in mainland Puerto Rican Children. *Child
    Development*, *58*(5), 1372-1388.

The relation between degree of bilingualism and
cognitive ability was assessed longitudinally in low-
income Puerto Rican elementary school children. Cross-
sectional and longitudinal models using regression
procedures were tested for the hypothesis that degree
of bilingualism is more related to cognitive ability.
Results were obtained between nonverbal intelligence
measures and degree of bilingualism. Metalinguistic
awareness did not show a relation with degree of
bilingualism. (IJFC/LA)

Koda, K. (1988). Cognitive process in second language
    reading: Transfer of L1. Reading Skills and
    Strategies. *Second Language Research*, *4*(2), 133-
    156.

The cross linguistics experiments were conducted using
83 skilled readers of English from 4 languages
(Spanish, Arabic, Japanese, English). Two experiments
tested the effects of blocking either visual or
auditory information in the lexical decision-making
process; and the effects of heterographic homophones on
reading comprehension. Results indicate that learners
use cognitive skills and strategies of NL when reading
ESL. (IJFC/LLBA)

Lakshmanan, U. (1987). The role os parametric
    variation in adult second language acquisition: a
    study of the "pro drop" parameter. *PALM*, *2*(1),
    97-118.

Examines the possibility of transfer of pro drop
structures from native to second language. Subjects
were adults learning English whose languages were
Spanish, Arabic, and Japanese. A group of French
speakers served as controllers. No significant
differences were found between the groups in responses
to sentences with missing subjects. None of the
subjects had difficulties with the v-subject order,
suggesting that this may not form part of the pro drop
parameter. (IJFC/ERIC)

24

Lam, A., Shun L. (1985). _Vocabulary and other considerations in reading comprehension: implications across the curriculum._ Paper presented at the RELC Regional Seminar on Language Across the Curriculum, Singapore.

Considers factors in reading comprehension relating ESL focusing, on what contributes to text comprehensibility, the effect of a learner's English language proficiency on use of grammatical words for comprehension, and the possible interaction of these factors with the first language background of the reader. Results with Spanish and Arabic ESL students show that knowledge of content words is the most essential knowledge in ESL reading comprehension, and that grammar is secondary. (IJFC/ERIC)

Lindholm, K. (1986). _English question use in Spanish speaking ESL children: changes with English language proficiency._ California University, Center for Language Education and Research, Los Angeles, CA.

Describes question development in English as a second language in four native Spanish speaking children is described. The English questions initiated by four children differing in English proficiency (two limited English speaking and two fluent English speaking) were examined to determine how question use changes in the syntactic, pragmatic, and semantic domains as a function of English language proficiency. (IJFC/ERIC)

Lindholm, K. (1987). English question use in Spanish-speaking ESL children: changes with English language proficiency. _Research in the Teaching of English_, _21_(1), 64-91.

Examines the process of question development in a second language. Shows that with greater English proficiency (1) there was less reliance on syntactically simple construction, (2) questions about personal information and actions and intentions questions increased, (3) requests for factual information and classification questions decreased.

Lopez Emslie, J. (1985). *The role of oral language and reading in the transfer of skills from Spanish to English reading.* Paper presented at the 13th Annual Meeting of the Southwest Regional Conference of the International Reading Association, Albuquerque, NM.

Determines the role of oral language and reading skills in the transfer from two years of reading in Spanish to reading in English had as subjects 191 fourth grade students in a bilingual education program. There is a relationship between oral English language proficiency and English reading proficiency; a relationship exists between Spanish and English reading proficiency; certain skills were identifiable as indicative of reading efficiency or non-efficiency. (IJFC/ERIC)

McCann, L., Hecht, M., Rebeau, S. (1986). Communication apprehension and second language acquisition among vietnamese and mexican immigrants: a test of the effective filter hypothesis. *Communication Research Report*, *3*, 33-38.

Examines the affective filter hypothesis, which predicts that input will be blocked or rendered useless unless the student has a lowered or weak affective filter. The subjects are Vietnamese and Mexican immigrants learning English. The natural Approach suggests that comprehensible input is critical to second language acquisition. However, the theory also suggests that this input is necessary but not sufficient. (IJFC/ERIC)

Master, P. (1988). *Acquiring the English article system: a cross-linguistic interlanguage analysis.* Paper presented at the 22nd Annual Meeting of the Teachers of English to Speakers of Other Languages, Chicago, IL.

Examines second language article acquisition by analyzing the spoken interlanguage of speakers of five different native languages, three with no article system (Chinese, Japanese, and Russian) and two with article systems (Spanish and German). Findings show that subjects whose first languages contained article systems differed markedly in English article

acquisition from those whose first languages did not contain such a system, indicating that English article usage, particularly at the beginning levels, is clearly influenced by the first language. (IJFC/ERIC)

McCroskey, J. (1985). Don't speak to me in English: communication apprehension in Puerto Rico. *Communication Quarterly*, *33*(3), 185-92.

Results indicate that (1) Puerto Rican college students are much less apprehensive about communication in their native language than are U.S. students; and (2) apprehension in a first language is a much better predictor of apprehension in a second language than is self-perceived competence in that second language.

McInnes, M. (1987). *A cognitive approach to teaching reading to Spanish speaking adolescents.* Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC. 20-24.

Investigates the use of horizontal instruction to teach Spanish speaking students an inferential English reading skill observing the relationship between the students' class-inclusion skills and their ability to identify the implied main idea; and the effect of the language of instruction on the students' ability to learn a comprehension skill. Results suggest that the students used schemata, including classification in part-whole relationships, when learning English reading skills. (IJFC/ERIC)

Meara, P. (1985). Hidden reading problems in ESL learners. *TESL-Canada Journal*, *3*(1), 29-36.

Reports a case of a native speaker of Spanish with reading and spelling difficulties in both English and Spanish. It is argued that the regular Spanish spelling system prevented these difficulties from becoming apparent. The connections between writing systems (L1,L2) and second language learning are discussed. (IJFC/LT)

Nadeau, A., Miramontes, O. (1988). The
reclassification of limited English proficient
students: assessing the inter-relationship of
selected variables. *NABE: The Journal for
Bilingual Education*, *12*(3), 219-42.

Finds that, among 2100 Hispanic elementary students in
a four-stage bilingual program, primary language
achievement, instructional level, and oral English
performance were important indicators of English
reading achievement scores and readiness for
reclassification to an all-English program. Contains
17 references and 9 tables.

Nicolau, S., Valdivieso, R. (1988). The future of the
Spanish language in the united states. *Migration
World*, *16*(4-5) 59-61.

Summarizes the findings of "The Veltman Report,"
published by the Hispanic Policy Development Project.
Hispanic residents and citizens of the United States
are learning English and using English in addition to
Spanish, a language shift process that spans three
generations. Components of language acquisition are
outlined. Policy implications are discussed.

Parr, P. C., Krashen, S. D. (1986). Involuntary
rehearsal of second languages in beginning and
advanced performers. *System*, *14* (3), 275-78.

Two studies of elementary, intermediate, and advanced
second language learners indicated that involuntary
rehearsal of second languages ("Din in the head") is
more frequently experienced by elementary and
intermediate students and much less prevalent among
advanced students, suggests that the phenomenon is
related to language acquisition.

Peck, S. (1987). Signs of learning: child nonnative
speakers in tutoring sessions with a child native
speaker. *Language Learning*, *37*(4), 545-71.

Compares native Spanish-speaking (N+9) and native
English speaking kindergarten students' use of language
learning acts after individual peer tutoring sessions
in English. Findings reveal that students appear to

acquire English according to their level of general
academic achievement.

Pica, T. (1988). Morpheme data analysis in second
     language acquisition research: renewing an old
     debate and raising new issues. *Review of Applied
     Linguistics*, *79*(80), 72-1'2.

Examines several different procedures   used to assess
production accuracy are examined, particularly with
reference to morpheme suppliance, substitution and
regularization.   An analysis was made of conversations
held with 18 adult ESL spanish learners.   Suppliance in
obligatory context analysis and target-like use
analysis were applied to illustrate the problems and
contradictions encountered when one procedure is chosen
over another.

Pica, T. (1986).   The selective impact of classroom
     instruction on second language acquisition.
     Applied Linguistics, *6*(3), 214-222.

Most language teaching materials are based on the
assumption that there is an inverse relationship
between the linguistic complexity of a structure and
the ease with which it can be produced and acquired.   A
cross sectional study was conducted to compare the
production of ESL adult spanish speakers.   Findings
suggest that complex areas of target grammar might be
excluded from direct instruction, allowing attention to
items that benefit more from classroom instruction.
(IJFC/LLBA)

Politzer, R., McGroarty, M. (1985).   An exploratory
     study of learning behaviors and their relationship
     to gains in linguistic and communicative
     competence.   *TESOL Quarterly*, *19*(1), 103-23.

Describes a study in which the self-reported language
learning behaviors of nonnative English-speaking
graduate students were described and then related to
the students' gains in language proficiency during the
course.   Findings indicate that there are two different
kinds of learning behaviors that can be accounted for
by Krashen's acquisition/learning distinction.

(125)

Powel, R.G., Avila,D.R. (1986). Ethnicity,
    communication competency and classroom success, a
    question of assessment. *Western Journal*, *50*(3),
    269-278.

Investigates the relationship among ethnicity,
communication competence and classroom success.
Subjects were 20 Asians, 14 Blacks, 19 Hispanics and 18
Whites at a Californian University. Results of the
analysis of variance indicates significant differences
among the groups. (IJFC/SLA)

Pozzi-Escott, I. (1987). Students' preferences in
    learning English in Lima, Peru. *System*, *15* (1),
    77-80.

A teacher-developed questionnaire responded to by 236
Peruvian secondary school students about learning four
basic skills in English revealed that 2.1 to 17 per
cent preferred to be taught only one or two of the
skills, while 73.7 per cent preferred to be taught all
four basic skills.

Ramirez, C.M. (1987). Developmental linguistic
    independence and bilingual education: cummins and
    beyond. *International Journal of the Sociology of
    Language*, *63*, 81-98.

Investigates the hypothesis that second language
attainment is in part, a function of native language
competence. Subjects are 75 Hispanic children.
Results show that the high proficiency Spanish groups
achieved a greater English language competence, thus
suggesting a longitudinal dimension of linguistic
independence.

Rodriguez, A. (1988). *Why do we want to learn English?
    ask us!.* Paper presented at the 17th Annual
    Meeting of the National Association for Bilingual
    Education, Houston, TX.

Examines the relationship between self-concept and
motivation to learn English among Puerto Rican upper
elementary school children from low socioeconomic
status families. Analysis of the findings indicates
that the students have more open attitudes toward the

30

acquisition of English when they view the second
language for personal gain or achievement of success
rather than for total integration into mainstream
society.

Rodriguez, F. (1986). *A sociolinguistic perspective of
language proficiency of limited English proficient
students.* Report. Illinois.

Investigates the relationship between relative language
proficiency and the types of questions produced by
bilingual children in different settings and
situations. The subjects were six third graders in a
self-contained maintenance bilingual education program
in a midwestern city. Children asked more questions in
the language in which they were more proficient.
Certain question types appeared only in children who
were proficient in a language, while other question
types were characteristic of the speech of limited
proficiency children. (IJFC/SLA)

Rodriguez, F. (1987). *Discourse characteristics and
speech patterns used by Spanish-English bilingual
children according to proficiency and context
variables.* Report, Illinois.

Studies use of questions and directives by bilingual
children of variable relative proficiency in Spanish
and English. Results show that the children used the
same types of questions and directives as those used by
English monolingual adults and children. Questions and
directives occurred more frequently in the language in
which the children are more proficient. Some types of
questions, such as rhetorical questions, were used only
by proficient speakers. (IJFC/ERIC)

Schacter, J. (1986). In search of sytematicity in
interlanguage production. *Studies in Second
Language Acquisition*, *8(2)*, 119-33.

Analyzes the results of a 1975 study of a 12-year-old
Spanish speaker with regard to his acquisition of
negation in English. The hypothesis of
formulating/testing second language learning is
reaffirmed with an alternate explanation of variation
in syntactic forms. Results show that free variation

is functionally determined.

Schmidt, J. (1987). *Pitfalls of "forced non-*
     bilingualism". Opinion paper. California.

The daughter of a Puerto Rican immigrant mother and an
American father describes her mother's early
experiences with English language use and ethnic bias,
her family's language use patterns, family sensitivity
to language attitudes, school experiences with language
use and language learning, and her feelings of low
self-esteem and frustration as a result of linguistic
repression.   (IJFC/ERIC)

Schumann, J. (1986).   *Locative and directional*
     expressions in basilang speech. Language
     Learning, 36(3), 277-94.

Analysis of basilang speech (in terms of word order,
reference to time, and reference to space) of Chinese,
Spanish, and Japanese speakers of English as a second
language indicated that oriental subjects tended not to
use prepositions and that Spanish-speaking subjects
tended to use "in" to express most locative meanings.

Schuyler, N. B. (1987).   *Bilingual/ESL programs, 1986-*
     87 final technical report.   Report. Austin,
     Texas.

The Austin Independent School District served students
with limited English proficiency (Spanish, Vietnamese,
etc) through either the Transitional Bilingual
Education or ESL programs. Results of evaluation of
the TBE, ESL, and Title VII program provide insights
into student Spanish and English language mastery,
dropout rates, enrollment and retention rates, general
academic achievement and failure, teacher training,
student tutoring, curriculum development, and parental
involvement. (IJFC/ERIC)

Slaughter, C. H. (1988).   *A study of mexican attitudes*
     toward learning and teaching English.   Report.
     California.

Assesses Mexican attitudes toward USA bilingual
education. Subjects interviewed were 129 English

speaking Mexicans. The interviews focused on the subjects' backgrounds, why and how they learned English, and how to learn English best. The findings are summarized and illustrated with excerpts from the responses. (IJFC/ERIC)

Slaughter, C. (1987). Mexican citizens speak out on teaching and learning english. *Thrust for Educational Leadership*, *16*(7), 29-33.

Outlines the findings from a series of interviews examining Mexican attitudes toward learning and teaching English conducted in Guadalajara, Mexico in 1986. Includes five tables.

Snow, M. A. (1986). *Innovative second language education: bilingual immersion programs.* California University, Center for Language Education and Research, Los Angeles, CA.

Combines second language immersion for language majority children and bilingual education for language minority children. Based on the assumption of the immersion model: that a second language is best learned as a medium of instruction, not as the object of instruction. This kind of program draws on the natural resources existing when two language groups are mixed in the same instructional setting: the children learn each others' languages. (IJFC/ERIC)

So, A. Y. (1987). Bilingual education and hispanic reading achievement. *Contemporary Education*, *59*(1), 27-29.

Analysis of data from the High School and Beyond national survey, focusing on Hispanic language minority students, suggests that language of instruction during elementary education has a strong impact on students' subsequent educational achievement.

Sotilo, S. (1988). Monitoring changes over time in the interlanguage of a long term resident second language learner. Working Papers in Educational Linguistics, 4(1), 21-29.

An evaluation of the teaching-learning process of a Spanish native speaker with long time residence in USA and apparently fossilized language. Based on written and oral tests, interlanguage features of her language. were evaluated. Limited development of her interlanguage was observed. It is concluded that she requires intensive exposure instruction programs. (IJFC/LLBA)

Stone, R., Kinzer, C. (1985). Effects of English/Spanish language patterns differences on ESL learners' comprehension of English text. Paper presented at the 35th Annual Meeting of the National Reading Conference, San Diego, CA.

Examines whether language patterns found in English, which differed from those in Spanish, would have a significant effect on English as a second language (ESL) learners' comprehension while reading English text. The subjects are average fifth grade readers randomly assigned to either an initial Spanish speaking group (N+18) or an initial English speaking group (N+18). The results support the contention that texts violating readers' expectations about language patterns while reading can have disruptive effects. (IJFC/ERIC)

Strong, M. (1985). Integrative motivation: cause and result of successful second language acquisition? Language Learning, 34(#), 1-13.

Examines the relationship between integrative motivation and acquired second language proficiency among Spanish speaking kindergarten students in American classroom. Results show that the advance children showed significantly more integrative orientation to the target language group than beginners, suggesting that integrative attitudes follow second language acquisition skills, rather than promoting them.

Thompson, R. (1988). <u>Does the public use of Spanish reverse linguistic assimilation?. a second look at Austin, Texas.</u> Paper presented at the 8th Annual University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching, Tampa, FL.

Research in the 1970s found that Spanish speakers were indeed undergoing linguistic and cultural assimilation. However, widespread use of Spanish by the government in education and social welfare programs is feared to have reversed earlier assimilation. Austin neighborhoods visited in one 1971 study were revisited in 1982. Increased public use of Spanish has created cultural and linguistic paradoxes and has resulted in a new interaction of the two languages for intimate and formal speech, but has not reversed earlier patterns of assimilation. (IJFC/ERIC)

Timn, L.A. (1985). Bilingualism and bilingual education in the U.S. <u>American Anthropologist</u>, <u>87</u>(2), 334-342.

Reviews recent anthologies on bilingualism and bilingual education in the U.S.; focusing on Spanish/English interaction. Includes: Code-switching, the structural characteristics of U.S. Spanish, language, attitudes, children's acquisition of bilingualism, bilingual instruction and assessment, developing literacy in the minority language, minority language maintenance/shift, and sex as a sociolinguistic variable.

Trueba, H. (1988). English literacy acquisition: from cultural trauma to learning disabilities in minority students. <u>Linguistics and Education</u>, <u>1</u>(2), 125-152.

A study of learning difficulties among minority children (Hispanic, Laotian, Hmong, Vietnamese, Sudanese) was followed at schools and homes. It is shown that cultural conflict may help explain problems in the acquisition of English literacy. It is argued that academic failure may be caused by cultural conflict, and that culturally based instruction models can help in the acquisition of language literacy.

(IJFC/LLBA)

Veltman, C. (1988). Modelling the language shift
     process of hispanic immigrants. _International_
     Migration Review, _22_(4), 545-62.

Analyzes the linguistic integration of Hispanic
immigrants using a longitudinal interpretation of data
from the 1976 Survey of Income and Education. Findings
suggest that the age at time of arrival and the length
of residence explain observed patterns of language
shift.

Veltman, C. (1987).   _The future of the Spanish language_
     in the United States. Hispanic Policy Development
     Project, Inc., New York, NY.

Presents a broad-bases study of the ways in which
Hispanics in the United States are dealing with the
English language. The report analyzes the latest
reliable language data collected by the U.S. census,
including the 1980 national census, and finds a steady
shift in language usage from Spanish to English among
immigrants and native-born Hispanics. (IJFC/ERIC)

Walsh, C. (1987). The construction of meaning on a
     second language: the importance of sociocultural
     circumstances. _NABA Journal_, _11_(2), 141-152.

Analyses the sociocultural and psychological processes
involved in the spanish speaking Puerto Rican child's
construction of abstract meaning on the English
language and how these processes relate to their native
language reality. Results show that the influence of
L1 meaning is strong with regard to culturally salient
words ar i occurs at all levels of proficiency.
(IJI   ..bA)

White, L. (1985). The 'Pro-Drop' parameter in adult
     second la_guage acquisition. _Language Learning_,
     _35_(1), 47-62.

Describes a study which tested the proposal that adults
learning second languages transfer errors from their
first language (L1) to their second language (L2) when
the L1 has activated a parameter of Universal Grammar

which is not operative in the L2. The subjects were native Spanish speakers learning English.

Wilkinson, L., Milousky, L., Genishi, C. (1986). Learners use of requests and responses in elementary classroom. _UMI Topics in Language Disorders_, _6_(2), 57-70.

An attempt to duplicate Wilkinson studies (1982,1983) using Hispanic students who were video-taped and audio-recorded during a two-week period on typical days. It is concluded that hispanic children do not designate their request to a specific person as English native pupils, this should be taken into account when working with them. (IJFC/LLBA)

Zuengler, J. (1988). Identity markers and L2 pronunciation. _Studies in Second Language Acquisition_, _10_(1), 33-49.

Native Spanish speakers learning English as a second language, asked to mimic an American speaking Spanish with an American accent, displayed a tacit awareness of English-Spanish sound distinctions and, in particular, allophonic differences.

Zutell, J., Allen, V. (1988). The English spelling strategies of Spanish speaking bilingual children. _TESOL Quarterly_, _22_(2), 333-40.

Analyzes English spelling errors of 108 Spanish-speaking second-, third- and fourth-graders in a bilingual program. The less successful students produced significantly more Spanish-influenced errors than the more successful ones. "Long E" and initial blend "s" words were most frequently missed.

Annotated Bibliography
Studies on Arab Students of English

(Independent Study)

By
Abdul-Latif Sheikh Ibrahim

Supervisor: Dr. Dan Tannacito

1985

Abu El-Haija, L.A. (1982). The acquisition of the negation system in Arabic as spoken in Jordan (Doctoral dissertation, Pennsylvania State University, 1981). Dissertation Abstracts International, 42, 3134A.

The researcher investigates the acquisition of the negation system in Jordanian Arabic, and then draws a comparison between the information obtained and that already available concerning Indo-European languages like French and English. His data consists of tape-recorded naturally-occurring and elicited speech from young children; the data were gathered in several stages (averaging four and a half hours for each subject).

With production, comprehension, and imitation identified as the main components to be analyzed in investigating the process of negation acquisition, Abu El-Haija reports that "younger children's performance on the comprehension test was higher than on the imitation test, which in turn was higher than on the production test" (DAI).

Al-Aswad, M.K. (1984). Contrastive analysis of Arabic and English verbs in tense, aspect, and structure (Doctoral dissertation, The University of Michigan, 1983). Dissertation Abstracts International, 44, 3047A.

This study aims at contrasting the Arabic and English verb features-- tense, aspect, and structure-- first by grammatical description and then by using the collected data. The findings generally highlight the similarities rather than the differences. It is found that both languages indicate tense by morphological forms; that both the Arabic perfect tense and the English past tense are narrational and express earlierness; and that both the Arabic imperfect and the English non-past are situational and express simultaneity with the moment of speaking-- with the difference, however, that the Arabic imperfect may signify simultaneity with the main verb.

With respect to aspect, it is found that Arabic and English are similar in the perfective/imperfective major classification as well as in the progressive, predictive, habitual, and generic sub-classification. The two languages are different in the progressive and habitual aspects: Arabic expresses progressive aspect with two types of verb structures but signifies past habitual aspect by only one; English denotes the same aspects but with the opposite number of structures.

As for structure, Arabic employs particle + main verb, particle + particle + main verb or auxiliary + particle + main verb, whereas English uses auxiliary + infinitive or auxiliary + past participle.

Alfalahi, H.A. (1982). The relationship between discourse universals and discourse structure of English and Arabic (Doctoral dissertation, University of South Carolina, 1981). _Dissertation Abstracts International_, _42_, 3135A.

This work explores the relationship between discourse universals and discourse structure in English and Arabic by segmenting the universe of discourse in both languages in terms of four aims of discourse: expression, literature, reference, and persuasion. The data consisted of 30 forms, published between 1945 and 1980. Syntagmatic analysis revealed structural relationships of sentences and paragraphs; paradigmatic analysis revealed the overall structure of the discourse.

The study reveals striking similarities in the use of conceptual pattern combinations:

> The consistency of the occurrence of many conceptual-pattern combinations within similar aims and forms of discourse across language suggested that such combinations appeared to be _natural_, corresponding roughly to the underlying conceptual tasks pertaining to the universe of discourse of a given form. By positing these combinations as being psychologically real, a not unreasonable view is to anticipate such natural combinations in similar forms in other languages of the world (_DAI_).

Al-Johani, M.H. (1983). English and Arabic articles: A contrastive analysis in definiteness and indefiniteness (Doctoral dissertation, Indiana University, 1982). _Dissertation Abstracts International_, _43_, 2649A.

Highlighting the articles as an area that constitutes a perennial problem for Arabic-speaking students, Al-Johani embarks on a detailed description of the usage of the articles in Standard English and Standard Arabic. He surveys the major theories of reference and their impact on the concept of definiteness, and discusses the descriptions made by various schools of linguistics. Having compared and contrasted the articles in both languages, he predicts the problems that the learner may face and offers some pedagogical suggestions, focusing on similarities. "Many of the errors made by learners of the two languages," it is concluded, "are the result of the inadequate instruction which does not create enough awareness of the similarity between the systems of the articles in English and Arabic" (DAI).

Al-Waer, M. (1984). Toward a modern realistic sentential theory of basic structures in Standard Arabic (Doctoral dissertation, Georgetown University, 1983). _Dissertation Abstracts International_, _44_, 3046A.

The aim of this study is twofold: (a) "to contribute some Arabic linguistic insights to the expanding knowledge of sentential theory," and (b) "to apply some modern linguistic technicalities and methods to the analysis of basic sentential structures in Arabic" (_DAI_). The theoretical framework developed by Al-Waer is an attempt to integrate the basic TG grammar proposed by Chomsky, the case grammar matrix model elaborated by Cook, and the Arabic grammar formulated by the early Arab grammarians in the eighth century A.D. The framework is applied to verbal, nominal, and interrogative structures.

It is assumed that while the base generates these structures equally, the transformational rules operate on them differently. The study attempts to determine the base-generated and transformational rules, and to advance some constraints on these rules. Formulation of these rules and their constraints, however, requires an understanding of the Arabic structures in the light of recent linguistic theories.

The study is reported to demonstrate the feasibility of studying Arabic in terms of Universal Grammar-- once the language properties specific to Arabic have been taken into account.

Ard, J., and Homburg, T. (1983). Verification of language transfer. In S. Gass & L. Selinker (Eds.), _Language transfer in language learning_ (pp. 157-176). Rowley, Mass.: Newbury House.

This is one of the recent studies designed to test the hypothesis that the lexical proficiency levels of L2 learners belonging to different language backgrounds will vary in proportion to the relative lexical similarity between their particular L1 and the L2. Ard and Homburg conducted the study on two large groups of Arabic- and Spanish-speaking students of English, their rationale behind the choice of these language backgrounds being that the lexical similarity between each and English is considerably different.

The results suggest that transfer be viewed in its original psychological sense as a facilitation of learning. The subjects' responses on the vocabulary section of the Michigan Test of English Language Proficiency showed definite evidence, as the authors report, for native language influence in lexical learning. It is worth mentioning that the study is reported to have upheld the hypothesis both where there was a matrix of similarity between the NL and TL lexical items, as well as where there was no observable similarity. Not only was there evidence for transfer where a relevant English word closely resembled a Spanish word in form and meaning (as was traditionally held), but also where no relevant English words resembled Spanish words: in other words, Spanish speakers performed significantly better than Arabic speakers on the above test.

(140)

Assubaiai, S.H. (1981). Empirical bases for the interlanguage
of Arab students learning English (Doctoral dissertation,
Georgetown University, 1979). Dissertation Abstracts
International, 41, 1566A.

This study shows the complex interaction of some processes
and strategies that are at work in the learning of a foreign
language. As the data reveals, the process of learning the
formulations of the verb be "represents a developmental con-
tinuum with increasing complexity" (p. 100); the students'
interlanguage is marked by two features: be addition and be
deletion. Far from being regarded as errors, the additions
and deletions are viewed as illustrating the steps through
which they become internalized in the learner's developing
grammar. In accounting for the phenomenon of deletion, for
example, Assubaiai postulates two processes: interference
and overgeneralization:

> If it was a case of clear interference, one would expect
> interference to be strongest at the initial stages and
> then gradually continue to decrease along the continuum
> to reach its minimum at the final stages of development;
> however, the remarkable fluctuations of the interlanguage
> in the case of be deletion contradicts the process of
> language development assumed by interference (pp. 101-102).

But he suggests that such a postualtion is incompatible with
the principles of economy and simplicity in language learning,
hence calling for a more appropriate investigation of the nature
of the interlanguage of foreign students.

The study recommends, furthermore, that in investigating
the language learning situation in a country like Saudi Arabia
the researcher should incorporate both the linguistic and the
social dimensions. Following Corder (1978), but only to a
limited extent, he proposes that the control over the forms
to which the learner is exposed should be relaxed: "Learners
should be permitted and even encouraged to produce sentences
that are ungrammatical in terms of full native competence"
(p. 107).

Atari, O.F. (1984). A contrastive analysis of Arab and
     American university students' strategies in accomplish-
     ing written English discourse functions (Doctoral
     dissertation, Georgetown University, 1983). Dissertations
     Abstracts International, 44, 3047A.

This contrastive analysis of the stylistic features of
Arab and American students' written English is designed to
characterize the problematic aspects of Arab students' written
English discourse that impede communication. Atari's view on
writing appears to be in line with the recent developments in
speech-act theory, semantics, pragmatics, ethnography of com-
munication, sociolinguistics, and cognitive psychology:
"Writing is thought of as a cognitive process instead of a
static product divisible into discrete parts" (p. 28). The
data consists of letters of complaint and promises written in
English by thirty Arabic-speaking students majoring in English
at Bethlehem University and thirty American students from the
graduate program in Linguistics and ESL at the American Univer-
sity in Washington, D.C.

     The analysis is described as conducted in three stages:
(a) analysis of the structure of the written text as a communi-
cative event; (b) analysis of the text in terms of Grice's
(1975) Cooperative Principle; and (c) elaboration analysis
(for characterizing the similarities and differences).

     The study reveals that the Arab university students tend
to adopt the following stategies: to introduce a broad state-
ment in the opening paragraphs of their compositions before
the topic sentence is introduced, to elaborate on one topic
and not the others, and to neglect to relate the constituent
topic frames of the composition. Finally, the study reaffirms
the need for research on Arabic rhetoric in written texts for
the purpose of interpreting the source of such strategies.

Awadi, Z. al-. (1979). <u>Language interference of Kuwaiti</u>
    <u>speakers and Egyptian speakers pronouncing English.</u>
    Master's thesis, the American University in Cairo.

This study tests the hypothesis that speakers of
different Arabic dialects will manifest phonological
differences in their L2 English which can be predicted by
contrastive analysis. Upon examination of the English IL
of Egyptian and Kuwaiti students of English, Ioup found that
the two dialects had recognizably distinct accents and the
major areas of difficulty for each group of speakers were
just those accounted for in terms of the CAH. (The question
explicitly raised by Ioup, 1984, is this: Why is it that IL
phonology is so readily amenable to transfer from L1?)

Bacha, N.S., & Hanania, A.S. (1980). Difficulty in learn-
ing and effectiveness of teaching transitional words:
A study on Arabic-speaking university students. TESOL
Quarterly, 14 (2), 251-254.

Noting the difficulty Arab students in particular have
in using appropriate connectives to achieve coherence in
writing, Bacha and Hanania hypothesized that the difficulty
was due to lack of knowledge and to ineffective teaching.
To assess the students' difficulty in using linking words,
the investigators constructed a three-part test consisting
of (a) sentence completion items involving the choice of
simple linking words (and, but, because); (b) multiple-choice
items requiring discrimination in the use of more difficult
transitional words; and (c) a paragraph, an even more diffi-
cult part, requiring free completion, thereby testing the
student's recognition of semantic relationships and the use
of appropriate linking words in continuous discourse. The
test was administered to 295 students at the American Univ-
ersity of Beirut. To assess the effectiveness of teaching,
the experimenters prepared a set of semi-programmed instruc-
tional units designed to teach four different categories of
connectives.

The investigation of difficulty revealed that the more
complex the semantic relationship between clauses the greater
the difficulty the students had in using the appropriate
connective. As for effectiveness of teaching, the experi-
mental group was reported to be superior to the control
group; the two categories of result and reason, and addition
presented less difficulty than the category of comparison
and contrast, whereas that of clarification involved the
most difficulty. Comparing the students' performance before
and after teaching, Bacha and Hanania concluded that

> Arab students' difficulty with transitional words
> reflects the natural developmental process of language
> acquisition, and that instructional material which
> combines the semantic and grammatical aspects of the
> subject can be effective in teaching the proper use of
> connectives (p. 254).

Beck, R. D. (1979). An error analysis of free composition.
Teachers of English: Arabian Monthly (TEAM), No. 30
(April), 20-25.

In his investigation of the kind and frequency of errors
produced by freshmen Saudi students (at the University of
Petroleum & Minerals in Dhahran, Saudi Arabia) in the context
of uncontrolled writing, Beck identified ten categories
involving spelling, capitalization, and grammatical errors.
As for grammatical errors, those involving redundant pronoun
were found to show a relatively low dispersion percentage;
omission of "to be", sentence errors (sentence fragment,
run-on sentence, comma splice), errors in word forms,
prepositions, and determiner (viz. "a" and "an")-- these were
found to be increasingly more common. But the areas of
greatest difficulty, Beck concluded, were found to be verb
and subject-verb agreement (as well as spelling).

The investigator attributed errors to a number of causes:
1. The inherent complexity of the TL structure (as in
    the verb errors, the most common grammatical
    category);
2. the absence of a corresponding structure in the NL
    (as in the present tense forms of the copula);
3. a semantic rather than a syntactic preference on the
    part of the learner (as in word-form errors);
4. overgeneralization of a TL pattern (as in the
    redur at pronoun error);
5. gener ization (i.e. transfer) of a pattern existing
    in the NL into the TL.

The learner's level of proficiency in the TL was shown to be,
as a whole, inversely related to frequency of errors.

Broselow, E. (1981). Non-obvious transfer: On predicting
epenthesis errors. Paper presented at the Conference
on Language Transfer in Language Learning, Ann Arbor.
Reprinted in S. Gass & L. Selinker (Eds.), (1983),
Language transfer in language learning (pp. 269-280).
Rowley, Mass.: Newbury House.

This paper attempts to reveal transfer as a significant,
though sometimes a non-obvious, factor that can account for
the epenthesis errors made by ESL Iraqi students-- as distinct
from those errors made by Egyptian learners of English (e.g.
/ifloor/ vs. /filoor/; /čilidrin/ vs. /čildirin/; /sitrit/
vs. /istirit/ "street", respectively). Proceeding from the
transfer theory, Broselow holds that mispronunciations
involving epenthesis (in English, too) represent an attempt
on the part of the learner "to bring second language forms
conformity with the first language restrictions defining
le syllables" (1983, p. 270). One category of errors
'floor/ vs. /filoor/) she accounts for in terms of conformity
w.. h a closed vs. an open syllable structure characterizing
the two dialects of Arabic respectively. (It is noteworty
that the Egyptian forms are noted to follow a general phonu-
logical rule, rather than a morphological one that does allow
a closed syllable for the imperative.) Another category
(/čilidrin/ vs. /čildirin/) is explained in terms of the
Iraqi CVCC vs. the Egyptian CCVC three-consonant cluster.

A third category (as in /sitrit/ vs. /istirit/-- where
the respective phonological rules would predict only /sitrit/
for both dialects) is, upon a more sophisticated analysis,
shown to be due to a violation in the target language of a
universal sonority rule. (The sequence "s - t - r",
fricative, stop, liquid, is shown to violate the universal
sequence "stop - fricative - nasal - liquid - glide - vowel";
hence the strategy of the Egyptian learner to treat "s+t" as
one unit.) "Our inability to predict the occurrence and
nature of many errors," Broselow maintains, "may well stem
from inadequacies in our understanding of native speaker
competence rather than from the failure of the contrastive
analysis hypothesis itself" (p. 269).

Campbell, C.P. (1983, January). International communication
     (with special attention to the English language capabil-
     ities of Saudi Arab students). Paper presented at the
     Seminar on Technology Transfer, Riyadh, Saudi Arabia,
     January 25-26.

Investigating the cultural barriers that influence the
Americans' perceptions when communicating with Saudis, Campell
identifies six variables involving differences in (a) attitude
(namely, ethnocentrism or self reference criterion); (b)
social organization (geographic vs. role society); (c) thought
pattern (Cf. the Aristotelian mode of reasoning in the West
with the mode of reasoning of Asiatic peoples); (d) inter-
personal distance; (e) time sense (Cf. the Arabs' natural
timing and the Americans' promptness); and (f) nonverbal
communication (e.g. the Muslim's discriminating use of the
right and left hand). Campbell also considers five human
factors which account for poor communication:

1. Failure to put oneself in the other person's shoes--
    and to realize why certain information is important
    to another individual;

2. making a message unnecessarily complicated;

3. the receiver's failure to listen;

4. the sender's insensitivity to the state of mind of the
    receiver;

5. inadequate planning in terms of the what, when, how,
    who, and why of communication.

Apart from cultural and human constraints, Campbell recog-
nizes language difference as creating a major communication
problem. Comparing the Saudi student performance in the TOEFL
(for instance) with that of students from 142 other countries,
Campbell provides evidence of significant deficiencies in
reading skills. (Campbell here advances some guidelines in
connection with written teaching material, emphasizing the
value of clarity, limited sentence length, familiar vocabulary,
simple organization and logical presentation, use of illustra-
tions, etc.) Finally, he points out three linguistic factors
which characterize the speech of Arabs: (a) they don't get to
the point quickly; (b) a mere yes/no means "maybe", or even the
opposite; (c) foreigners' efforts to use Arabic will create a
lot of good will.

Dabaan, I.S. (1984).   Implications of error analysis for
    the teaching of English phonology to Saudi students
    (Doctoral dissertation, University of Kansas, 1983).
    Disserteions Abstracts International, 44, 3309A.

    This study examines the English phonological errors
Arab students in Central Province in Saudi Arabia make. It
ascribes high error frequency largely to inconsistent ortho-
graphic forms and shows that density of errors relates to the
phonological environment.   The differences between Arabic and
English are shown to play a role and are viewed as a factor,
but not the only factor, in the error increase.

DeFashy, M. (1979). A study on the acquisition of English complements by Egyptian students learning English as a second language. Master's thesis, American University in Cairo.

This study investigated the acquisition of English Complement structures by ESL Egyptian students. The data revealed (a) that tensed Complements were easier than untensed Complements; (b) that the number of transformations applied to derive a Complement structure could not be used as a measure of developmental difficulty; and (c) that Complements in non subject position were found to be easier than those in subject position.

El-Badarin, M.N. (1983). Transfer, strategies, and structural complexity in the acquisition of English syntax by Arabic speakers (Doctoral dissertation, The University of Texas at Austin, 1982). _Dissertation Abstracts International_, _43_, 705A.

This research investigates the acquisition of English syntactic structures by Arabic speakers at three levels of language proficiency. It highlights the complexity of Interlanguage, suggesting the interaction of transfer, strategies, and syntactic complexity in the Interlanguage performance.. In his final chapter, El-Badarin states the following conclusions (pp. 162-164):

1. While the English tense system, the modals, and the infinitives are difficult for Arab students to learn, the gerunds, passives, concord, and copula are relatively easy to learn.

2. Transfer, a significant factor, involves such factors as proficiency, syntactic complexity, language contrast, and production strategies.

3. A distinction should be made between direct and indirect interference.

4. Structures that are syntactically complex will be difficult to learn.

5. In a diglossic situation of a native language like Arabic, both varieties should be considered.

6. Strategies include overgeneralization, simplification, attention to "key words", and a strategy of "parallel structure."

7. Less advanced learners' processing of the target language seems to be lexically governed; that of advanced learners, syntactically rule-governed.

8. A simplistic unitary view of Interlanguage cannot possibly be maintained.

El-Hibir, B. (1976). Sources of common errors in written
    English of Sudanese secondary school students. Unpub-
    lished doctoral dissertation, University of Wales.

This study investigates the syntactic errors in the
written English of Sudanese students. The data for analysis
are based on 200 compositions and a description of the English
structures in which errors occurred and their corresponding
Sudanese Arabic structures.

The researcher's findings reveal that errors in verbs
are the most frequent; the majority of these errors are
reported to be caused by interference from the native language.
Some errors, however, are ascribed to production strategies
and faulty teaching techniques.

El-Sayed, A.M.M. (1983). An investigation into the syn-
    tactic errors of Saudi freshmen's English compositions
    (Doctoral dissertation, Indiana University of Pennsyl-
    vania, 1982). Dissertation Abstracts International,
    43, 3306A.

This study is an attempt to determine and analyze the
syntactic errors most frequently made by Saudi university
students. Contrastive analysis was used to account for inter-
lingual errors and error analysis was applied to intralingual
errors.

El-Sayed shows that fifty-six percent of the errors
relate to verbs and verbals; the others, to the area of
articles, pronouns, nouns, adjectives, and prepositions.
He ascribes errors mainly to mother tongue interference. He
suggests strategies for enhancing instruction in Saudi
Arabia.

Elwedyani, S.G. (1983). A cross-sectional investigation of
the production, recognition, and sesitivity of some
Arab learners of English as a foreign language (Doctoral
dissertation, Georgetown University, 1982). Dissertation
Abstracts International, 43, 2983A.

This study investigates the differences in the written
production, recognition, and sensitivity of four groups of
Arabic-speaking learners to some aspects of English syntax
and morphology.

As for the results, the study reports the following:

Awareness of error was found to be the least acquired.
Production and recognition, respectively, ranked higher
in terms of acquisition. Variability in production,
across the groups, impeded any consistently systematic
efforts of establishing definite stages of interlanguage.
Only tentative statements could be made in this regard.
The effect of negative transfer was discovered to be
diminishing, especially when the mean scores of the
groups rose (DAI).

The study offers suggestions for testing.

Flynn, S.   (1984).   A universal in L2 acquisition: Based
    on a PBD typology.   In F.R. Eckman, L.H. Bell, & D.
    Nelson (Eds.), <u>Universals of second language acquisi-
    tion</u> (pp. 75-87).   Rowley, Mass.: Newbury House.

The following excerpt from Flynn's experimental study

is relevant to Arabic:

Experimental first language acquisition studies which
have compared English, Arabic, Japanese, and Chinese
children's early acquisition of complex sentence
structures have shown that a typology based on the
PBD of a child's first language significantly predicts
early patterns of acquisition of complex sentence
structures ... (p. 76).

Fry, J.J.S. (1981). English-language acquisition through social iteraction in classrooms in which children speak various languages (Doctoral dissertation, Michigan State University, 1981). <u>Dissertation Abstracts International</u>, <u>42</u>, A.

This study explores how foreign non-English and limited-English-speaking students learn the English language in the classroom environment. It addresses these issues: (a) the social interactional experiences that enhance or impede learning of the English language; (b) the inter-action that took place between Arabic limited-English-speaking youngsters and other youngsters and between teachers and Arabic limited-English-speaking pupils in the classroom; (c) the kinds of communicative behaviors exhibited, the verbal and nonverbal behavior exhibited by the Arabic youngsters and their teachers during the day, and the instructional strategies teachers employed with limited-English-speaking and non-English-speaking youngsters.

It reveals, among other things, that language use plays an important role in social interaction; that the students learn the language by being in the environment-- by inter-acting, as well as by developing associations with English-speaking peers.

Gass, S. (1983). Language transfer and universal grammatical relations. In S. Gass & L. Selinker (Eds.), Language transfer in language learning (pp. 69-82). Rowley, Mass.: Newbury House.

This study aims at investigating the role of universals of grammatical relations in language transfer. The data for the study were obtained from intermediate and advanced students representing nine language backgrounds including Arabic.

"In considering the relationship between NL facts and language universals," Gass concluded, "the latter were found to play the leading role in this study since they were dominant both in assigning relative orders of difficulty and in determining where language transfer occurs" (p. 79). Furthermore, the presence of the following three characteristics was reported to increase its likelihood: (a) structural resemblance between "surface" features in L1 and L2 (a notion supported by Broselow); (b) typological closeness as perceived by the learner (see Kellerman, 1977 & 1979); and (c) semantic closeness of the IL form to "the underlying logical structure" (p. 80).

Moreover, Gass claimed that pronoun retention for the three highest positions on the AH (Accessibility Hierarchy)—namely, SU, DO, and IO— evidenced transfer, whereas that for the other positions down the hierarchy (i.e. GEN, OComp) did not: this is to suggest that the AH is a universal predictor not only of difficulty but also of transfer. (That the AH could be a predictor of transfer is strongly objected to by El-Badarin, 1982.)

Hall, E.T. (1981). Learning the Arabs' silent language
(Edward T. Hall, Interviewed by Kenneth Friedman).
In V.P. Clark, P.A. Eschholz & A.F. Rosa (Eds.),
Language: Introductory readings; 3rd ed. New York:
St. Martin's Press, pp. 644-656.

In this interview Hall makes a few statements on some
cultural aspects, particularly nonverbal messages, which
Americans need to be well sensitized to if they are to func-
tion successfully in the Middle East. He proceeds from the
observation that "most Americans don't really believe in the
cultural dimension" (p. 645), for, to him, they do not
appear to recognize the fact that different communities have
different cultural features-- different conversational dis-
tances, for example.

According to Hall, a given culture has its relative
position on a continuum, "based on the amount of communica-
tion in the nonverbal context compared with the amount in
the verbal message" (p. 646). Thus American culture--
which is held to place more emphasis on the verbal message,
and in which people "get down to business very quickly"
(pp. 646-647)-- is viewed as a low-context culture. By
contrast, Arab culture is described as highly contexted,
characterized by more emphasis on personal contact than on
procedures, as well as by a closer conversational distance.
The close conversational distance, Hall suggests, can be
related to the Arabs' propensity to detect "thermal, olfactory,
and kinesthetic cues" (p. 648)-- and, more importantly per-
haps, to watch the pupil of the eye closely! (Arab eye behavior
is explained as different from American.) Elaborating on
this highly contexted culture, Hall explains that the usual
practice in Arab business affairs is for the businessmen to
follow what he calls an "action chain," standard steps or
a behavioral sequence for reaching a goal:

> For example, a greeting has several parts. If you
> leave out a part, such as the proper body motions,
> people are confused and have trouble completing the
> chain (p. 651).

Hamayan, E., Saegert, J., & Larudee, P. (1975). Elicited imitation in second language learners. Working Papers in Bilingualism, 6.

Three groups of subjects were tested in an elicited imitation study. They were 8-year old, 11-year-old, and adult native speakers of Arabic who were learning English as a second language. The Ss were asked to repeat sentences of seven different grammatical structure types. Previous research with 4-year-old native speakers of English (Smith, 1973) has found that three of the structures were easy to repeat (Type A structures) while four were difficult to repeat (Type B strucutres). In the present study, a similar difference in the repeatability of A and B structures were found for the youngest Ss but there was no such difference for the adults, and only a moderate difference for the intermediate group. The pattern of results suggested that this was not a function of differences in the Ss' English-language backgrounds, but represents a developmental difference in the ability of second-language learners to repeat certain grammatical structures. The theoretical reasons for the variability in repetition difficulty for the different structure types were considered (Hatch, 1978, pp. 451-452).

Hanania, E. (1974). <u>Acquisition of English strucuture: A case study of an adult native speaker of Arabic in an English-speaking environment</u> (Doctoral dissertation, Indiana University).

This work is a longitudinal case study of the early stages of natural second language acquisition by an adult native speaker of Arabic in an English speaking environment. The subject, a 19-year-old Saudi wife of a Saudi graduate student knew no English on her arrival in the United States and received very little formal instruction thereafter.

Data were collected at one-month intervals over 18 months. Additional elicited speech was collected as well. An informal framework of semantically based generative grammar was used to describe the data.

The subject's earliest constructions were constrained to two-word utterances held by one relation. Development took place in three directions: new relations emerged between elements; two-element sentences were expanded to include three elements; and the main constituents of each sentence were extended through the acquisition of inflections and of modifiers, prepositions and determiners. Substantive elements preceded functors. Correct English word order was preserved throughout. There was no evidence of surface structure interference from the learner's first language.

The development of the subject's acquisition of English was similar to that of a child first language learner, although the rate was much slower and there were differences in the order of acquisition of modulators. The differences may be accounted for in terms of social and psychological variables. The subject had limited meaningful exposure to the language, little pressing need for it, and she was inhibited by her fear of making errors. Another factor may be the higher sensitivity of the child to phonological detail and a greater reliance of the adult on semantic salience. The overall similarity, however, suggests that many of the same kinds of cognitive processes underlie adult and child language acquisition (Hatch, 1978, p. 452).

Hanania, E. A. S., & Gradman, H. L. (1977). Acquisition of English structures: A case study of an adult native speaker of Arabic in an English-speaking environment. Language Learning, 27 (1), 75-91.

This is a longitudinal study (extending over a period of 18 months) of the early stages of natural second language acquisition by an adult Saudi speaker of Arabic in USA. One main result of the study corroborates the recent findings (e.g. of Brown, 1973a & 1973b; Slobin, 1970) that first language acquisition is a creative process, characterized by a universal developmental sequence. In other words, the study points to similarity between L1 and L2 acquisition, specifically in terms of three aspects: (a) Mean Length of Utterance (MLU); (b) sentence structure; and (c) order of acquisition. On the basis of MLU computations for the Arab subject in this study and that for a native child in the Brown study (1973b, p. 55), the authors conclude that "the overall growth of the two subjects in the early stages is quite similar" (p. 84). The study reports more striking similarity in the development of sentence structures (from constructions of two elements each into ones of increasing complexity; in other words, it reports "no evidence of marked first language interference in the learner's English sentence constructions" (p. 86).

As a whole, the results appear to support the view that there is a natural sequence of acquisition: no particular morpheme is "incorporated in a learner's productive grammar until the learner is ready to acquire it" (pp. 86-87). Apart from readiness, four other factors are reported to have influenced the subject's order of acquisition of grammatical structures: (a) semantic salience; (b) grammatical complexity; (c) functional use of the language; (d) affective factors (accounting for the rate of acquisition).

However, it is difficult to generalize from the data. It is necessary to replicate the study on a larger population.

Heckler, E.E.   (1975).   The acquisition of English verb mor-
    phology by non-native speakers (Doctoral dissertation,
    Michigan State University).

Using a modified and expanded Berko test which included
70 items (oral production, written production, and
written reception), 36 students were tested on acquisi-
tion of verb morphology.   Ss were from Spanish, Arabic,
and Japanese language backgrounds; 4 beginners, 4 inter-
mediate and 4 advanced students from each language group.
Student proficiency level was accurately reflected in the
Ss responses to the test. Native language showed an
ascending from Spanish to Arabic to Japanese in number
of correct responses.   The infinitive (to MV) was
acquired earlier than progressive (-ingV); past tense
before present -s; the -en of passive before be in be +
-en of perfect before have; and be of progressive before
-ing.   Of structures that can follow a modal, MV and be
were acquired before have.   For present s, /s/ and /z/
were acquired before /iz/.   For past and for -en perfect,
/t/ and /d/ were acquired before /Id/ (Hatch, 1978, p.
453).

Ibrahim, M. (1977). Diglossia and foreign language teaching.
IRAL, _15_ (2), 158-163.

In this article the author examines the impact of
diglossia on Arab students of English. Basing his judgment
on error types reported to be due to interference from
both written and spoken Arabic, he argues that both varieties
of Arabic can account for interference errors and that the
two should be taken into consideration in the researcher's
attempt to establish the source of the errors.

(162)

Ioup, G. (1984). Is there a structural foreign accent? A comparison of syntactic and phonological errors in second language acquisition. _Language Learning_, _34_ (2), 1-17.

This experiment was conducted on ESL students belonging to different language backgrounds (Arabic, Korean, Spanish, etc.) for the purpose of determining whether native English judges could identify distinct foreign accents (a) with the aid of syntactic errors alone, (b) using only phonological cues, or (c) on the basis of both syntactic and phonological information. The results showed that native speakers of English could identify learners belonging to the same NL background when provided with phonological cues alone, but that they could not do so using only syntactic information. That syntactic errors did not help the judges single out the mother tongue of the learner is explained as due to the ambiguous nature of the errors: for developmental errors were "mixed with any transfer errors that might exist" (p. 8). Having surveyed the findings arrived at by several other researchers, Ioup maintains that while L1 interference is limited in the domain of TL syntax, it is "_the_ major influence on interlanguage phonology" (p. 13).

Ioup, G., & Kruse, A. (1977, February). Interference versus
    structural complexity as a predictor of second language
    relative clause acquisition. Paper presented at the Los
    Angeles Second Language Research Forum, 1st, Los Angeles,
    California, February 11-13. (ERIC Documents Reproduc-
    tion Service No. ED 176 579)

This study was conducted on Arabic-, Persian-, Spanish-,
Japanese-, and Chinese-speaking students of English for the
purpose of determining whether errors in relative clause
acquisition could be predicted on the basis of the learner's
language background (as Lado, 1957, had claimed), the diffi-
culty of the sentence type, or a combination of both. In
the first part of the study the role of interference alone
was assessed; in the second part, the subjects were presented
with a grammaticality judgment task: they were asked to judge
whether each of the 36 sentences was structurally correct or
incorrect.

"Our results show," Ioup reports, "that, contrary to the
CA hypothesis, sentence type rather than native language back-
ground is the most reliable predictor of error" (p. 53).

Jelinek, M.E. (1981). On defining categories: AUX and PREDICATE in Colloquial Egyptian Arabic (Doctoral dissertation, The University of Arizona, 1981). Dissertation Abstracts International, 41, 5081A.

This thesis investigates the problem of defining the syntactic categories of a language, and how they may be related across languages. It compares the syntactic categories AUX and PREDICATE in English and Egyptian Arabic, describing the role of auxiliary. Furthermore, it compares AUX and PREDICATE in a small sample of other languages. Properties of the categories in English and Egyptian Arabic are identified, "in order to show that the defining features selected for the language independent definitions of the categories result in a set of economical and productive category definitions" (DAI).

Johns, A. M. (1980). Preventing global discourse errors:
Problems and approaches to ESOL writing. CATESOL
Occasional Papers, No. 6, Fall, 1980. (ERIC Reproduction
Service No. ED 200 060)

In this paper Johns draws attention to a major short-
coming in ESL tests, namely the concentration on sentence-
level elements and the neglect, particularly in initial
stages, of discourse features. She considers one category
of discourse features, cohesion, and discusses examples of
errors found in a corpus of 356 paragraphs written by Arabic-
speaking students of English (as well as ESL speakers of
Farsi, Spanish, Japanese, and Vietnamese).

The errors are discussed in terms of the five cohesive
elements elaborated by Halliday and Hasan (1976). Inappro-
priate use of a pronoun referent is classified as a "reference"
error. Failure to replace a noun or a phrase already men-
tioned by a word like "one," "some," etc. is a "substitution"
error. Repetition of an element that is unnecessary for
reader comprehension is an "ellipsis" error; repetition of
words when a referent would have been more appropriate is
classified as a "lexical cohesion" error. Also, employment
of "and" or "but" in contexts calling for more complex
elements is considered a "conjunction" error: this kind of
discourse error which, Arab students are reported to be
especially prone to, can particularly "disrupt the thread of
connected discourse" (p. 67).

The author puts forward the following procedures and
suggestions for instructors:

1. Correction of some written work only for discourse-
   level errors-- cohesion, for example;
2. meticulous attention in teaching cohesive items;
3. the use of cloze exercises for practice in cohesion;
4. the intensive study of models of discourse for
   recognition of cohesive ties.

Kambal, A. (1981). An analysis of Khartoum University students' composition errors with implications for remedial English in the context of Arabization (Unpublished doctoral dissertation, The University of Texas at Austin, 1980). DAI, 41, 1570A.

Using the written compositions of Arabic-speaking students of English at Khartoum University (the Sudan) as the data for his study, Kambal analyzed the syntactic errors made—— for the purpose of developing the remedial English program in the context of Arabization in the Sudan.

His findings concerning errors in the verb phrase revealed three main types:

1. Errors in verb formation, including copula deletion, be redundancy, incorrect active and passive constructions, and inappropriate use of modals;

2. errors in tense (tense sequence, tense substitution, tense marker deletion, inappropriate use of perfect tenses;

3. subject-verb agreement (deletion of 3rd person singular marker, incorrect use of the 3rd person singular s, and the wrong form of be).

Having compared such error types with those reported by other researchers investigating the errors of ESL students with various native language backgrounds, Kambal dismissed interference as a plausible explanation and held that the errors were due to intralingual rather than interlingual factors: "Thus, errors in verb formation, tense, and subject-verb agreement have here been accounted for as mainly due to the verbal system in English."

Khaldi, K.   (1981).   The use of strategy of transfer by
    language learners with a bilingual background.
    Master's thesis, Edinburgh University.

Choosing as his subjects high school and undergraduate
Algerian students who are (or have been) learning English
either in an Arabized educational background or in an Arabic/
French bilingual context, Khaldi here aims at testing
Kellerman's (1977) notion that transfer will "operate at
varying levels of consciousness". The experiment consists
of three acceptability judgment tasks concerning (a) Arabic
and French proverbs literally translated into English (some
of which are correct); (b) Arabic and French idioms; and
(c) relative clauses, including incorrect ones constructed
on the Arabic RC structure.

The results confirm the hypothesis. While monolingual
and bilingual learners both resort to the strategy of trans-
fer in their judgments, such judgments vary with the educa-
tional system to which the learners belong. The results
suggest that it is the learner's perception of L1-L2 relative
distance rather than the degree of similarity or difference
between the two languages that will determine (a) whether or
not the learner will resort to transfer, and (b) what lin-
guistic items are language-specific and therefore less read-
ily transferable and what are more readily so.

Kharma, N. (1981). Analysis of the errors committed by Arab university students in the use of the English definite/indefinite articles. IRAL, 19 (4), 333-345.

As part of a large-scale project for the investigation of errors made by 128 Arab students (representing a great variety of Arabic dialects), the present study is concerned with the errors in the use of "the," "a/an," or "no article". The data for the analysis were obtained from the students' responses on a multiple-choice test as well as from a number of essays written by these students. A contrastive analysis of the the articles in Arabic and English is used as an aid in the study.

Contrary to the expectations of the researcher, the study "has proven without any doubt at all that the use of the English definite/indefinite articles is a serious source of difficulty to Arabic-speaking students" (p. 341). In view of the fact that different results have been obtained with different proficiency levels and different levels of grammatical or semantic difficulty, it is hard to assign a hierarchical level of difficulty to each of the articles under investigation.

In accounting for the errors, Kharma, while ascribing "many kinds of errors," and "in fact a great number of them" (p. 341) to interference, postulates the interaction of a number of psycholinguistic processes— wrong learning strategies or tactics: false analogy or generalization or equation of the two systems— as well inadequate teaching. By inadequate teaching he means not only the undue emphasis on accuracy at the expense of coherence in connected discourse, but also the "great emphasis on the sentence (rather than the discourse) as the unit by means of which full meaning is expressed" (p. 342); he also means the little attention paid to the articles in the native language.

Khered, M.O.M. (1984). Measuring the syntactic maturity in
the written English of Arab students at four proficiency
levels and establishing an EFL index of development
(Doctoral dissertation, University of Kansas, 1983).
Dissertation Abstracts International, 44, 1010A.

This is an investigation of the syntactic maturity of
college EFL Arab students at four levels of language profi-
ciency, and an attempt at establishing an EFL index of develop-
ment. The students were asked to write on four specific topics
that deal with the argumentative mode.

Following are some of the conclusions arrived at. H avy
reliance on sentence coordination was noted in the initial
stage of development; subordination, in the intermediate stage;
clause length, in the advanced stage. The development in sub-
ordination ratio was normal and comparable to that of American
schoolchildren. As for syntactic development, however, the
Arab subjects were noted to develop faster. Besides, great
similarities were found between the syntactic developmental
pattern of Arab students and that of American school-children
and adult second-language learners of French and German, thus
"suggesting a common learning process for both first- and
second-language learners" (DAI).

"The measures that fulfilled the criteria for an EFL
index of development," it is reported, "were, in order of
sensitivity, the percentage of error-free T-units, the number
of words in error-free T-units, and grammatical errors."

Kleinmann, H.H. (1977). Avoidance behavior in adult second language acquisition. _Language Learning_, 27 (1), 93-107. Reprinted in B.W. Robinett & J. Schachter (Eds.), (1983), _Second language learning_ (pp. 363-377). Ann Arbor: University of Michigan Press.

This experimental study was conducted on a group of Arabic-speaking students (as well as one of Spanish and Portuguese-- both groups being enrolled in the Language Institute of the University of Pittsburgh) for the purpose of further investigating the avoidance phenomenon earlier uncovered by Schachter (1974). With CA as a predictor of avoidance, Kleinmann selected four grammatical structures (two of which predicted to be problematic for one group but not for the other), hypothesizing that "when presented with an indirect preference assessment task, the difficulty these subjects would have would manifest itself in avoidance behavior" (1983, p. 366).

The Arabic group is reported to have relatively avoided the passive; the nonuse is accounted for in terms of confidence as a predictive variable (consistent with CA):

> In particular, within the Arabic group, whose members produced significantly fewer passives than the Spanish-Portuguese group, confidence in the comprehension of passive correlated significantly with use of the structure (table 5) (p. 371).

On the other hand, the Arab students' use of the progressive-- predicted to constitute difficulty-- is related to the novelty effect (incompatible with CA):

> The fact that the Arabic group used the present progressive so frequently (over two-thirds of the time), in apparent contradiction to the CA prediction, might be explainable on the basis that this structure, which is nonexistent in Arabic, differs so much from anything existing in Arabic that it was consequently easier to learn (p. 374).

Commenting on avoidance behavior, Robinett and Schachter (1983) remark that "this phenomenon is particularly disturbing for teachers since it is much more difficult to detect and deal with something that does not occur in the learner's speech than with something that does" (p. 292).

Lehn, W., & Slager, W.R. (1959). A contrastive study of
    Egyptian Arabic and American English: The segmental
    phonemes. Language Learning, 9 (1-2), 25-33.
    Reprinted in B.W. Robinett & J. Schachter (Eds.),
    (1983), Second language learning (pp. 32-40). Ann
    Arbor: Michigan University Press.

Based on Trager-Smith's (1951) Outline of English
Structure, as well as on Harrel's (1957) The Phonology of
Colloquial Egyptian Arabic and Twaddll's (1956) manual,
Oral Practice in Elementary English Instruction, this CA
study presents the segmental phonemes (consonants, con-
sonant sequences, and vowels) of Egyptian Arabic and Ameri-
can English. While English is described as having twenty-
three consonants in the labial to velar region and one in
the postvelar region, Arabic is analyzed as having only
sixteen consonants in the first region but seven in the
latter. The consonants /t, d, s, z/ are described as having
different points of articulation in the two languages: they
are alveolar in English but dental in Arabic. Also, /r/
is shown to represent a retroflex sound in English but an
"apical trill" in Arabic. Furthermore, English is described
as permitting much longer sequences of consonants than does
Arabic-- initially, medially, and finally in utterances.
As for vowels, English is shown to have many more vowel con-
trasts than does Arabic, where the range of allophonic vari-
ation of each vowel phoneme is shown to be much greater.

"All of these differences," the authors observe,
"constitute a major (although not the only) source of diffi-
culty for the speaker of Arabic learning English" (1983, p.
39).

Mehdi, L. F. (198). The interference of Arabic in the use of English prepositions (Doctoral dissertation, The University of Texas at Austin, 1981). Dissertations Abstracts International, 43, 158A.

This study aims at delineating some of the difficulties Arabic-speaking students of English encounter in using English prepositions and at determining whether contrastive analysis and error analysis can be used to predict the students' performance errors.

The results uphold the four hypotheses stated at the beginning of the study: (a) that Arab students will use the proper English prepositions provided equivalents are used in Arabic; (b) that they will select improper English preposi- tions if equivalents are not used in the mother tongue; (c) that they will omit English prepositions if equivalents are not used; and (d) that they will add English prepositions if equivalents are required in their mother tongue. "Statistical evidence shows," it is reported in the Abstract, "that inter- ference from the students' mother tongue is significant." Error Analysis, too, is reported to be effective in identify- ing problems Arab students have with English prepositions.

Meziani, A. (1978). The non-past in English and Moroccan
Arabic. IRAL, 16 (1), 66-68.

This CA-based article illustrates the potential prob-
lems Moroccan students of English are apt to encounter in
learning the verb forms for expressing "simultaneity,"
"anteriority," and "posteriority"--more commonly, aspectual
features-- as well as the particular semantic function
expressed by each of the various English verb forms. For
instance, the Moroccan Arabic form "tsafer ğeda" is reported
to be equivalent to each of the four forms expressing
"posteriority" (futurity): She'll leave/ leaves/ is leaving/
is going to leave tomorrow. While the MA form for the simple
present "yexdem", to give another example, shows a one-to-one
correspondence to the English counterpart "(he) works", the
form "ka yexdem" is reported to mean either "(he) works" or
"(he) is working"; again "(he) works" is described as equi-
valent to either form already mentioned. In other words,
the difficulty is shown to stem from (a) lack of one-to-one
correspondence; (b) lack of aspectual distinctions in Arabic
to match those in English; and (c) lack of verb forms in MA
to express each of the various semantic functions involved
in the multiplicity of English verb forms.

Meziani, A. (1980). The past in English and Moroccan Ara-
    bic. IRAL, 18 (3), 248-252.

Complementary to an earlier one dealing with the non-
past (1978), this article, CA-based too, presents the poten-
tial problems that Morroccan speakers of Arabic are likely
to have in acquiring the complexity of English verbal forms
which intricately signify (a) current relevance, sometimes
incidentally giving rise to a notion of perfectivity (e.g.
have worked), and (b) an on-going action, sometimes inciden-
tally giving rise to a notion of non-perfectivity (e.g. is
working): "On the other hand, MA has forms signifying com-
pleted versus non-completed action (xdem vs yexdem), which
sometimes incidentally give rise to notions of on-going
action and /or current relevance" (p. 250). Thus, "what
is a crucial semantic feature in the one language," Meziani
aptly remarks, "is incidental in the other and vice versa"
(p. 250): and hence the conclusion that it is the complex
relationship between the tense-aspect systems of English
and (Moroccan) Arabic that will account for the inappropri-
ate use of English tense forms by Moroccan students. Time
adverbials do provide a clue in the distinction of time
relationship, it is true, but unless the clue has been pointed
out by the teacher,Meziani suggests, it may be "a help and
a hindrance" (p. 252).

Mitleb, F.M. (1982). Segmental and non-segmental structure
    in phonetics: Evidence from foreign accent (Doctoral
    dissertation, Indiana University, 1981). Dissertations
    Abstracts International, 42, 3584A.

This study challenges the "Segmental hypothesis", which
claims that languages deal only in sound units; and that non-
discrete physical and temporal properties of speech can be
derived from segmental elements by universal rules. Part
One compares Arabic and English with respect to the temporal
correlates of the consonantal feature "voicing" and the
vocalic feature of "length". Part Two provides instrumental
analysis of the segmental feature of "voicing" in German.

It is reported that Germans' production of English
approximated the native English patterns far better than
that of the Arabs-- "despite the phonological constraint that
might have [sic] carried over from German" (DAI).

Mohammad, M.D. (1983). The semantics of tense and aspect in English and Modern Standard Arabic (Doctoral disser- tation, Georgetown University, 1982). Dissertation Abstracts International, 43, 2984A.

This study examines the tense-aspect system of Modern Standard Arabic (MSA) from the point of view of Generative Semantics, and compares and contrasts the systems of tense and aspect in English and MSA in terms of their underlying semantic strucutres, derivational processes and surface manifestations for pedagogical purposes. It shows the adequacy of the Generative Semantics model in handling the semantic strucutres of MSA.

Mukattash, L. (1977). <u>Problematic areas of English syntax</u>
<u>for Jordanian students</u> (Unpublished report). Amman:
University of Jordan.

This is an error analysis of the written data obtained
from first-year students enrolled in the University of
Jordan. The data were elicited by means of a composition
task, and a semi-objective test administered to a large-
scale population.

The analysis revealed that the area of verbal forms
(tense, copula, voice, gerund, and infinitive) constituted
the greatest difficulty, with tense errors (tense substitu-
tion and tense sequence) being the most frequent. Apart
from interference as a factor accounting for such errors--
especially for the substitution of the present progressive
for the present simple-- other factors were postulated by
Mukattash as providing explanation for the learner's inter-
changeable use of the present simple and the past simple.
These other factors consist in the faulty teaching tech-
niques and the learner's inability to distinguish between
constrasting verb forms in English.

Mukattash, L. (1981). Wh-questions in English: A problem
for Arab students. IRAL, 19 (4), 317-332.

In his analysis of the errors made by adult Arabic-
speaking students of English in their production of wh-
questions, Mukattash aimed at testing the L1=L2 hypothesis
and assessing the role of L1 interference. His approach was
to compare his data with related data obtained from the
studies of researchers on first and second language acquisi-
tion (Menyuk, 1969; Ravem, 1974; Dulay and Burt, 1974;
Richards, 1974).

The interesting discovery made by Mukattash is that many
of the errors produced by ESL Arab students, which can be
initially accounted for in terms of transfer from L1, "are
reported to have been made by children acquiring English as
their first language or by foreigners learning English in an
English-speaking environment" (p. 325). More specifically,
errors ascribable to NL structures (as held for example by
Scott and Tucker, 1974) are now shown to be possibly regarded
as developmental errors (typical of first language acquisition),
to be equally attributable to strategies of overgeneralization
and simplification (commonly resorted to by second language
learners), or to be explainable in terms of linguistic
redundancy (as when the learner preserves, for example, a
feature perceived to be essential for expressing interrogation
but deletes the other accompanying feature(s) in a given
question pattern). In other words, Mukattash suggests that
certain errors are universal to all learners of a particular
language-- irrespective of the learner's language background.

As for the role of the NL, Mukattash suggests that L1
interference plays a significant role more on the phonological
and the lexical levels than on the syntactic and the morpho-
logical levels, and more in stylistic contexts than in the
case of simple sentences, concluding that such interference
"is not as powerful as some linguist think" (p. 325). In his
concluding remarks he points out the value of building a
corpus of errors encountered in first as well as second lan-
guage acquisition.

Mulla, M.A. (1980). Aptitude, attitude, motivation, anxiety, intolerance of ambiguity, and other biographical variables as predictors of achievement in EFL by high school science major seniors in Saudi Arabia (Doctoral dissertation, the University of Michigan, 1979). Dissertation Abstracts International, 40, 2521A.

This study, which was conducted on 81 male high school Saudi seniors, was designed to investigate the relationship between achievement and such factors as aptitude, attitude, motivation, anxiety, intolerance of ambiguity, etc.; besides it attempted to construct a language aptitude test modelled after those aptitude tests available for English speakers. Achievement was measured through Dictation, Cloze, Reading, and Structure tests as well as by means of Teacher Grades.

In his final Chapter, Mulla draws a number of conclusions (see pp. 167-181), of which the following may be summarized here:

1. Aptitude is reported to be independent of the other measures of attitude, motivation, and anxiety, but that it is not independent of age or intolerance of ambiguity. The relationship of aptitude to any biographical variable other than age is described as tentative.

2. Motivation is reported to be "related to EFL as far as the type of motivation (instrumental) and the degree of intensity are concerned"; however, "the integrative/ instrumental motivational differentiation," it is reported, "did not seem to hold in the context of the study" (p. 174).

3. The findings concerning attitudes are not conclusive.

4. "Age is very closely related to the degree of achievement in EFL" (p. 175).

5. "Anxiety is very clearly related to EFL achievement and may very well reflect the learning conditions in a classroom in Saudi Arabia."

6. The learner's perception of his progress in EFL has been shown to be an important factor.

Nielsen, T.H. (1974). <u>Early stages in the non-native acquisition of English syntax: a study of three children from Zaire, Venzuela, and Saudi Arabia</u> (Doctoral dissertation, Indiana University).

The study investigated the developmental trends in the acquisition of English syntax by three children of diverse language backgrounds in an attempt to find out whether processes undergone by each child, during a six-month period, were similar to those of each other child. Four basic sentence types were analyzed: imperatives, declaratives, negatives, and interrogatives. The data were divided into four developmental stages. While the findings indicated that children learning a second language go through similar stages regardless of their mother tongue, some individual differences were present in the data that Nielsen attributes to phenomena such as overgeneralization, individual learning strategies, and other factors. In addition, each child showed certain consistent idiosyncracies in his speech. Comparison with first language learners suggests that second language learners acquire certain features at a much greater speed than native speakers do. The second language learners were found to use two-word utterances for an extremely short time and used adult-like forms as early as the third month of exposure. This was attributed to the cognitive ability of the child and his knowledge of language <u>per</u> <u>se</u> (Hatch, 1978, p. 461).

Prothro, E.T. (1955). Arab-American differences in the judgment of written messages. Journal of Social Psychology, 42, 3-11.

Prothro here attempts to test the hypothesis (formulated by Shouby, 1951) that Arab speech, as compared with American speech, is more given to overassertion. The rationale behind the author's interest in such a subject is that "if communications are to take place between peoples of different cultures, then attention must be given not only to problems of language codification but also to problems of culture and cognition" (p. 10). Adopting the Thurstone (1929) procedure for the measurement of attitudes, the investigator had two groups of Arab students sort, on an 11-point scale of favorableness-unfavorableness, general statements claimed to be descriptive of any group of people. The judgements of the Arab students were subsequently compared with the previously known judgments of American students.

The results suggest that Arab students are more prone to overassertion than are American students, but that American students are more given to understatement than Arab students. While the conclusions drawn are valid only inasmuch as the samples are representative of both peoples, the study can contribute to narrowing, if not fully bridging, the cognitive gap between Arabs and Americans: the Arabs, on the one hand, need not be misinterpreted by Americans as too exaggerating when they only intend to express a mere statement of fact, nor be perceived as overassertive when they simply aim at conveying firmness; on the other hand, they should guard against the possibility of judging a statement made by an American as weak or doubtful when it is probably intended to impart a firm assertion.

Robbins, M. (1976). The effects of feedback on the eradication of errors in verb forms by ESL students (MA-TESL, UCLA).

The focus of this study on verb errors in compositions was on the learner and the information he can furnish the researcher about his errors. The purpose of the study was to investigate the effectiveness of eliciting student explanations about verb errors on the eradica-of those errors. Secondary areas of investigation were whether any patterns developed in the types of errors made and whether any patterns developed in the explanations given. Eight intermediate-level adult ESL learners, 2 from each of 4 native-language backgrounds (Arabic, Japanese, Persain and Spanish) were randomly placed into either a control group or an experimental group. Both groups were administered a pre- and post-test on verb usage and verb forms. Weekly errors explanations were conducted with each experimental subject during which the learner examined his uncorrected compositions. He attempted to locate his erros, correct them, and then he was asked to give an explanation for each error. This study shows that error explanations from the learner provide useful insights concerning the production of errors and the second language learning process. It is suggested that the effectiveness of this technique appears to be dependent on the personality of the learner and the learner's past language learning history (Hatch, 1978, 464).

Rouchdy, A.A. (1970). A case of bilingualism: an investi-
gation of lexical and syntactic interference in the
performance of a bilingual child (Doctoral dissertation,
University of Texas at Austin). DAI, 31, 6585A.

This study examined interference in the speech of a
12-year-old child, the writer's son, whose languages
are Arabic and English. The S spoke only Arabic on
his arrival in the United States at age 8. The analy-
sis demonstrates that interference has occurred on the
syntactic level as well as at the lexical level from
English to Arabic as English became the child's major
language. The data for the study were collected over
a six-month period when the S was twelve. It consists
of systematic tests as well as spontaneous speech.
Both measures showed the impact of one language system
on the other in the quality and quantity of production
in the S's now-weaker language, Arabic. The author
concludes, from the tests given, that the child's pro-
duction of Arabic does not reflect his competence in
that language. That is, his passive knowledge of his
language is superior to his active knowledge. This is
related to the notions of competence and performance in
transformation grammar theory (Hatch, 1978, p. 466).

Rutherford, W.E. (1983). Language typology and language
transfer. In S. Gass & L. Selinker (Eds.), Language
transfer in language learning (pp. 325-370). Newbury.

Proceeding from the hypothesis that transferability is
determined by the typological organization of the NL and the
TL, Rutherford conducted his study on ESL speakers of various
language typologies: Mandarin, a topic-prominent language
(with a pragmatic word order, typically SVO); Arabic and
Spanish, subject-prominent languages (with a pragmatic word
order, VSO and SVO respectively); Japanese and Korean, both
subject- and topic-prominent (with both a pragmatic and a
grammatical word order, SOV); Cf. English, a subject-prominent
language (with an SVO grammatical word order).

His data revealed that topic versus subject prominence
and pragmatic versus grammatical word order figure in lan-
guage transfer, but not the SVO canonical arrangement. For
example, Arab learners of English are reported not to produce,
at any time, writing in which the verb is wrongly placed
sentence-initially-- despite the fact that Arabic is classified
a verb-initial language. While the two transferable typologies
were shown to be discourse phenomena, the canonical SVO word
order was lower in hierarchy, a sentence-level phenomenon. In
other words, there is evidence to suggest that syntactization
processes are affected by the typological organization and
that it is discourse, rather than syntax, which guides the
overall development of an L2.

Samhoury, M. (1966). <u>Grammatical problems involved in</u>
<u>teaching English to speakers of Syrian Arabic</u> (Unpub-
lished doctoral dissertation, University of Leeds).

This CA comprehensive study deals with the syntactic
difficulties that Syrian university students are likely to
have in learning English grammar. The analysis of errors
was based on 200 final examination scripts of university
students majoring in English, as well as on the description
of the students' native language from recorded conversations
of Damascene Arabic.

Samhoury compared basic sentence patterns in English
and the Damascene dialect of Arabic. Errors in word order,
verb formation, tense and tense sequence, preposition,
articles-- these were some of the error-types reported to
constitute the grammatical problems of the ESL Syrian learner.

While the error types thus identified have been reported
by other researchers, his predictions that English structures
exhibiting no conflict with their equivalent counterparts in
Arabic will present no learning problems for the Arab
learner-- these predictions can hardly be maintained in light
of the more recent SLA research.

Schachter, J. (1974). An error in error analysis. Language
Learning, 24 (2), 205 -214.

Comparing the restrictive relative clause formation
(RCF) strategies adopted by Arabic-, Persian-, Chinese-,
and Japanese-speaking learners, Schachter noted that the
errors committed by the Arab and Persian learners had a
significantly higher frequency than those made by the
speakers of the other two languages (the percentages of
errors being 20, 25, 12, and 8, respectively). On comparing
the percentages of errors with RCF total production, she
discovered that the number of relative clauses produced was
much lower for the Chinese and Japanese compared with the
Persian and Arab learners. The percentage of errors was
shown to be proportional to transfer. Transfer was in turn
shown to be proportional to the learner's perception of L1-
L2 resemblance with respect to RCF (in the case of Arabic
and Persian), and to be inversely related to the perception
of L1-L2 difference, and hence difficulty (in the case of
Chinese and Japanese). (In this sense, the avoidance
phenomenon may also be accounted for in terms of Kellerman's,
1983, notion of psychotypology.)

"The total weight of the evidence from this study,"
Schachter concludes, "strongly supports the a priori
[predictive or strong version of CA] approach" (p. 212).
Thus she suggests that without a priori predictions error
analysis will fail to account for the avoidance phenomenon.
In effect, the study provides evidence for typological
factors at work in language learning: it points to a
correlation not only between errors and transfer but also
between transfer and the learner's perception of L1-L2
resemblance with respect to RCF.

Schachter, J. (1979). Reflections on error production. Interlanguage Studies Bulletin, Utrecht, 4 (1), 15-26. (ERIC Reproduction Service No. ED 205 011)

In this project Schachter purports to demonstrate the fallacy of a common-sense conclusion drawn on the basis of error production in isolation. Here she analyzes production data from 375 adult learners of English belonging to five language backgrounds: Arabic, Persian, Spanish, Japanese, and Chinese. Information is presented about the learners' production of three syntactic constructions: the subject relative clause, the infinitival complement on verb, and the passive.

In her discussion of the data, Schachter highlights the interrelationships between three factors: (a) total production; (b) total error production; and (c) error types. Error types are described as (a) accidental, occurring once, but not to be expected any more; (b) casual, occurring occasionally; or (c) resident, occurring regularly. Two groups of learners are also recognized:

1. Producers, who produce the given construction freely, thereby making many errors (of the resident type);

3. avoiders, who produce the construction only infrequently, thus making only few errors (that are not of the resident type). ·

(Arab learners are reported to be productive of the relative clause and infinitival constructions-- and hence of resident errors pertaining to these constructions. However, they are reported to be avoiders of the passive construction-- and therefore of resident errors pertaining to it.)

(188)

Schachter, J. (1983). A new account of language transfer.
    In S. Gass & L. Selinker (Eds.). Language transfer in
    language learning (pp. 98- 111). Rowley, Mass.:
    Newbury House.

     Contrary to the prevailing notion that language transfer
is a process, Schachter's view is that it is a constraint on
a larger process, the learner's hypothesis testing process.
In her discussion of the Hypothesis theory, she maintains
that adults learn a second language only by formulating
hypotheses and testing them against the data. The learner's
"universe of hypotheses" is derived from his/her prior lin-
guistic knowledge as well as from the new learning situation.
The hypotheses are conceived of as clustered into domains
(or abstract categories), with the learner choosing a domain,
sampling hypotheses within it, and then testing the hypotheses
against the input.

     Schachter provides examples from Arabic, Farsi, Spanish
Japanese and Chinese to illustrate her new model. "Oil was
discover in the 19th century" and "But when oil discovered and
began export it in 1950..." are cited as two typical error types
made by Arab students in their production of the English
passive, reflecting the same domain (viz. the passive) selected
by two Arab learners but two different hypotheses ("to mark the
passive, add a tensed form of be" and "to mark the passive, use
the past participle form of the main verb"). She reported that
"none of the 75 Arabic speakers in the data base produced both
error types in one sample" (p. 107). The question of what
determines speaker A's choice of the hypothesis (x, y, ...)
remains unanswered, however.

Schachter, J., & Rutherford, W. (1979). Discourse function
and language transfer. Working Papers on Bilingualism,
19, 2-12. Reprinted in B.W. Robinett & J. Schachter
(Eds.), Second language learning (pp. 303-315). Ann
Arbor: the University of Michigan Press.

Upon examination of a set of written data produced by
Arabic-, Spanish-, Persian-, Japanese-, and Mandarin-speaking
students of English, Schachter and Rutherford noted that
certain constructions were produced, with noticeable reg-
ularity, by certain groups of ESL learners: the Japanese
learners overproduced extraposition (e.g. It is believed
that; it is unfortunate that...); the Chinese, the existential
constructions (e.g. There is ...; there are ...). Surprisingly
enough, these constructions, more frequently used by the
Japanese and Chinese though they were than by the Arab or
other speakers, had no syntactic counterparts in either
Japanese or Mandarin. This realization led Schachter and
Rutherford to transcend the conventional phonology-to-
semantics framework of mainstream linguistics. They found
out that where the NL and the TL belonged to two different
typologies (subject- vs. topic-prominent), the learner would
make the formal exponents of the TL serve the functional
ends of his/her NL. Overproduction "errors" would now be
viewed as reflecting the learner's attempts to match
available syntactic structures to discourse-function trans-
ferred from Ll. Thus language transfer is shown to be too
subtle, sometimes, to be accounted for in terms of a one-
to-one framework like that proposed by CA proponents.

Schachter, J., Tyson, A., & Diffley, F. (1976). Learner
    intuitions of grammaticality. Language Learning, 26
    (2), 67-76.

Endorsing Corder's (1973) view that a variety of
elicitation tasks should be employed by second language
researchers (and hence taking the opposite position from
Selinker, 1972), Schachter, Tyson, and Diffley acknowledge
the inadequacy of performance studies and argue convincingly
that in order to assess a learner's knowledge of a language
more adequately it is essential for the investigator to
obtain intuitional data:

> We believe that NO attempt at the characterization of
> the learner's interlanguage which is based solely on
> collecting and organizing the utterances produced by
> the learner will be descriptively adequate (Chomsky,
> 1965). We are interested in characterizing learner
> knowledge of his language, not simply learner produc-
> tion (p. 67).

Out of such a conviction, therefore, they designed
their investigation to elicit grammaticality judgments on
English sentences from Arab, Persian, Spanish, Japanese,
and Chinese students of English. They aimed at determining
whether the learner's language background would influence
grammaticality judgments, so that he/she would accept
sentences ungrammatical in the L2 (i.e. English) but in
conformity with the learner's Ll.

It appears that no definite conclusions as to the role
of interference can be drawn from the results, for while
speakers of Farsi and Arabic upheld the investigators'
hypothesis in that they showed evidence of accepting such
ungrammatical sentences, speakers of Chinese and Japanese
did not.

Schmidt, R. (1977). Sociolinguistic variation and language
    transfer in phonology. Working Papers in Bilingualism,
    12, 79-95.

The study reveals that the occurrence of phonological
variants of TH in the interlanguage of Egyptian ESL Arab
students is only an instance of style shifting transferred
into English largely in accordance with a NL sociolinguistic
rule. The degree of attention paid by the learner has been
found to be a significant factor in predicting whether a
stop, a sibilant, or an interdental fricative will be used:
more specifically, the first variant is reported to occur
most frequently in unattended speech; the second, in situa-
tions calling for only some degree of attention (e.g. reading);
the third, in careful style (e.g. reading lists of minimal
pairs).

Besides, the study has shown that such phonological
variants reflect social stratification among speakers.
(In this respect, the findings corroborate those of Schmidt,
1974.)

Schwabe, T. (1981, October). Oral differences in English
    and Arabic: A view from the ESL teacher's perspective.
    Paper presented at a workshop at the University of
    California, Davis, CA, October 7, 1978. (ERIC Repro-
    duction Service No. ED 210 918)

In her contrastive analysis of English and Arabic
phonology, Schwabe focuses on only those features that
distort the meaning, or, more importantly, that "trigger
an emotional response not intended or realized by the Arabic
speaker of English" (p. 15). Her observation that Arab
students transfer a glottal stop to words beginning with a
vowel accounts for rhythm distortion and an impression of
"jerkiness" created by the speaker in the mind of the English
listener. The fact that monosyllabic words are always stressed
in Arabic, to give another example, accounts for the stressing
by an Arab learner of question-words, auxiliary verbs, pre-
positions, etc., with the result that the listener will per-
ceive such a speaker as sounding overly-strong or angry.
Again, "that the Arabic consonant stops are always aspirated"
(p. 16)-- a generalization that needs some qualification--
can explain why the Arab speaker sometimes sounds not only
overly-strong but also "aggressive, maybe even dictatorial"!
Because an Arab speaker star' the sentence on a rather low
level, Schwabe points out, there is often "a little bit of
annoyance, perhaps even a twinge of resentment" (p. 19) on
the part of the listener who cannot hear the utterance well;
on the other hand, the use of level 4, which is normal in
Arabic (especially at sentence end), can impart an unintended
message of too intense emotional reaction. Furthermore,
transfer of a very level Arabic pitch pattern to the middle
of an English utterance is reported to suggest to the listener
that the speaker is "bored, uninterested, maybe sick, but
probably bored, which doesn't make the listener feel very
stimulating" (p. 19)!

The above observations attest to the importance of CA
analyses for providing the language teacher with the inform-
ation that can enable him or her to view the performance of
the student from a more proper perspective.

(193)

Scott, M.S., & Tucker, G.R. (1974). Error analysis and English
   language strategies of Arab students. Language Learning,
   24 (1), 69-79.

   This is a longitudinal study of the written perform-
ance of 22 Arab students at the American University of Beirut.
Pictures were used as an elicitation technique.

   It was found that the percentage of errors made orally
was higher than in writing. Scott and Tucker recognized four
categories of grammatical errors: (a) errors in verbs, which
were the most frequent in comparison with the other categories;
these involved omission of the copula (presumed to be due to
L1 influence) or the auxiliary, the unmarked third-person
singular, and errors in tense sequence; (b) errors in the use
of prepositions (presumed to be due to L1 and L2); (c) errors
in the use of the articles (omission of the definite and
indefinite articles being ascribed to L1 in 50% of the
occurrences); and (d) errors in relative clauses, involving
the redundant use of an object when the WH word was the
object of the clause.

   The results have been shown to suffer serious limitations:
1.   on the grounds that errors considered by Scott and
     Tucker to be interlingual could be equally regarded
     as intralingual (Mukattash, 1981);
2.   on the grounds that the elicitation technique is far
     too inadequate:
         By using pictures only, they were able to elicit
         certain structures, but not others, such as
         those involving passive, negative, and inter-
         rogative which would have influenced their
         results, especially in verb errors. Moreover,
         they elicited some tenses, whereas others were
         hardly obtained.... Besides, picture descrip-
         tion involves other cognitive factors. Students
         have to understand the ideas behind the pictures
         before they can describe them (El-Badarin, 1982,
         pp. 43-44).

Sharma, V. A. (1982). Syntactic errors as indices of
    developing language proficiency in Arabic speakers
    writing English at the intermediate and advanced
    levels of English as a second language (Doctoral
    dissertation, Indiana University, 1981). _Dissertation_
    Abstracts International, 42   A.

Proceeding from the hypothesis commonly formulated by
researchers that syntactic errors are indices of the profi-
ciency level of the learner, Sharma conducted this experi-
mental study on two groups of Saudi Arabian students at the
intermediate and advanced levels of proficiency in ESL. The
data, collected over a sixteen-month period of English
instruction, were analyzed for significant differences in
the production of three syntactic categories: the finite
verb phrase, the relative clause, and the T-unit or sentence.

The results generally did not uphold the hypothesis:

None of the hypotheses regarding comparative production
of finite verb errors and in.   rect relative clauses
were supported by the data analysis. Hypotheses
regarding the comparative production of error-free
T-units, however, were partially supported. There
seems to be no difference in reliance on production
strategies attributable to interlingual or intralin-
gual sources according to level of proficiency (DAI).

Rather, it was the particular writing task and the syntactic
complexity of the writing involved that seemed to have some
effect on the production of errors. In other words,
"growth in syntactic complexity seemed to provide the best
means for identifying the late proficiency levels of this
study."

Shouby, E. (1951). The influence of the Arabic language
    on the psychology of the Arabs. Middle East Journal,
    5, 284-302.

Presumably endorsing Jespersen's (1922) view, namely
that the more synthetic a given language is the more primitive
the relevant culture will be, Shouby claims that Arabic is
characterized by a vagueness that is reflected in the per-
sonality traits of its speakers. This vagueness he relates
to what he describes as "primitive globality," "diffuseness,"
and "rigidity" (p. 299). Proceeding from this notion--
which he hardly substantiates-- he suggests that the Arabs
are preoccupied with musicality and word form rather than
cohesion and organization. He states that they are given to
overassertion and exaggeration "as otherwise they stand a
good chance of being gravely misunderstood" (p. 300). Such
personality traits as emotivity, impulsiveness, intellectual
regression-- which Shouby impressionistically generalizes to
be characteristic of the Arabs-- are perceived as having
their origin in the native language.

While it is beyond the scope of this brief abstract to
present any counterargument, a few observations may be made
in comment. For lack of established criteria for comparability,
it is, first of all, as pointless to judge a synthetic language
(like Arabic) in terms of an analytical one (like English) as
it is to judge the latter withe the former used as a frame of
reference. Secondly, familiarity with a language is one
thing and being well-versed in it and in full command of its
subtleties, intricacies, delicate shades of meaning, etc. is
quite another matter: it is hardly plausible to perceive
native speakers of a language fully interacting with one
another using a vague linguisitic medium. Thirdly, Shouby's
exclusively personal statements with regard to Arabic and
the Arab nation might have been better tolerated had he not
made a claim at a more fundamental level without actually being
able to substantiate it: to claim that the language of the
Holy Quran is that of Prophet Muhammad is -- at least in light
of the stylistic differences between the Quran and Hadith
as readily observable and objectively attested to by linguists --
far from tenable.

(196)

Simons, S.K. (1983). A structural study of expanded verbal bases in Egyptian (Doctoral dissertation, University of California, Berkley, 1982). <u>Dissertation Abstracts International</u>, <u>43</u>, .

The researcher claims that the majority of Egyptian verbs originated in mono- and biconsonontal bases, as is the case in the African branches of the Afroasiatic family, and therefore-- instead of maintaining that weak and biliteral verbs are eroded triliterals-- postulates that Egyptian Arabic best exemplifies the transitional stage in the development of the triliteral verb, which is claimed to have reached its final development in the Semitic languages. She includes in her study a comparative Afroasiatic biliteral word list, "which illustrates, in many cases, the biliterality of the African verbal bases and the secondary triliteralization of Egyptian and Semitic bases" (<u>DAI</u>).

$\widehat{(197)}$

Thompson-Panos, K., & Thomas-Ruzic, M. (1983). The least
you should know about Arabic: Implications for the ESL
writing instructor. TESOL Quarterly, 17 (4), 609-623.

Proceeding from the assumption that ESL instructors
teaching writing to students should be sensitized to the
difficulties their students encounter, the authors give
an overview of the Arabic language system and direct atten-
tion to major categories of errors attributable to native
language interference. The Arabic writing system, which
uses a Semitic alphabet different in every respect from the
Romance type employed in English, is shown to constitute a
major obstacle in reading and writing skills development.
The widespread spelling errors (notably omission of vowels)
made by Arab students are also related to the Arabic writing
conventions and vowel system, which are vastly different
from those of English.

The Arab learners' inadequate control of English vocabu-
lary, on the other hand, is accounted for by two principal
facts: (a) that Arabic, unlike Romance and German languages,
lacks cognates with English; (b) that Arab students, with the
difficulty of using the Arabic word-root-based lexicon
negatively reflected on them, are not prone to (English)
dictionary use with ease.

On the syntactic level, the following error-types are
again related to interference from the learners' mother tongue:
(a) the misuse of verb forms and the omission of the copula;
(b) the omission of the indefinite article; (c) the misuse of
prepositions; problems of relativization (e.g. retention of
object pronouns, repetition of referent).

On the stylistic level, the phenomenon of overassertion
and exaggeration is shown to reflect a stylistic device in
Arabic rhetoric. On the discourse level, the different
organizational styles in English and Arabic rhetoric, the
tendency for the Arab learners to use coordination rather
than subordination-- these are two sample characteristics
which render the Arabs' discourse markedly different from
native English discourse.

Tucker, R., Cooper, R., Olshtain, E., & Waterbury, M. (1979). The acquisition of complex English structures by adult native speakers of Arabic and Hebrew. Language Learning, 29 (2), 255-273.

This study investigates the acquisition of five complex syntactic structures by Arabic- and Hebrew-speaking students of English, the purpose being to establish the difficulty order of acquisition and to test the Creative Construction Hypothesis (CCH).

Their results appear to uphold the CCH, for the subjects are reported to interpret complex structures in the same way as did the native speakers (in the Dulay and Burt study, 1974) learning English. No similarities or differences between native and target language in the structures investigated are reported to enhance or impede learning: and that is the basis for the authors' claim in support of the CCH.

Vann, R. (1979). A study of the oral and written English for adult Arabic speakers (Doctoral dissertation, Indiana University, 1978). _Dissertation Abstracts International_, _39_, 5484A.

This study was conducted on 28 Arabic-speaking adults to determine (a) the relationship between raters' evaluation of oral and written data samples obtained from these students at varying stages of English proficiency; (b) whether the sequence of the oral and written tasks could have any effect upon the subject performance; (c) the relationship between the oral and written samples as measured by syntactic indices used in the study; and (d) whether any or all of the syntactic indices used correlated significantly with subject language proficiency as measured by the TOEFL.

The results revealed (a) that raters would view the oral and written data samples similarly; (b) that sequence hardly had any significant effect upon subject performance; (c) that "there is a correlation between oral and written expression in terms of mazes, error-free T-unit length, and percentage of error-free T-units; (d) that there was moderate correlation between syntactic indices used in the study and TOEFL scores. It is significant to note too that, like native speakers in previous studies, these Arab students tended to use "a more elaborative and more strictly controlled written than oral style," for the T-units were longer and contained a higher percentage of adverbial and adjectival clauses, and there were fewer words produced in a given time allotment, "with mazes representing a very small proportion of these words" (_DAI_).

Willcott, P. P. (1974). An analysis of the written English
     of native speakers of Arabic as found in American his-
     tory final examinations (Unpublished doctoral disserta-
     tion, University of Texas at Austin, 1972). DAI, 34, 755A.

The following abstract is quoted from Atari's (1983)

PhD dissertation:

Willcott (1972) studied the errors of sixteen native
speakers of Arabic, using the written answers they
gave on a final examination in a course on history at
the University of Texas at Austin. His aim was to find
out some of the "unique" problems which native speakers
of Arabic had with the syntax of written English, with
a view toward developing efficient teaching materials.
The study showed that problems with the concept of
definiteness were the most serious; next in difficulty
were problems in verb morphology (pp. 17-18).

Yorkey, R. (1977). Practical EFL techniques for teaching
Arabic-speaking students. In J.E. Alatis & R. Crymes
(Eds.), the human factors in ESL (pp. 57-85).
Washington, D.C.: TESOL.

One important asset of this article is that it presents,
from the viewpoint of a scholar and pedagogist who has spent
a considerable span of his life in the Middle East, the
considerable contrast and diversity of the area, with the
resulting variety of linguistic backgounds, educational
expectations, and attitudes of Arab students. Another asset
consists in the practical suggestions and techniques as well
as practice material-- all tried out by the author as helpful
in teaching English pronunciation, vocabulary, grammar, and
rhetoric to Arab-speaking students.

Yorkey identifies the following phonological aspects as
problematic for Arab students and offers practical techniques
for teaching them: the phonemic contrasts /p,b/, /n, ŋ/,
/o, ɔ/; the phonetic difference between English and Arabic /r/;
the unconscious use by the Arabs of a glottal stop initially;
the spelling pronunciation of certain words under the influence
of Arabic sheddah.

With respect to vocabulary, he points out the extensive
derivational processes applied to an Arabic triliteral root,
whereby an infinite number of semantically related lexical
items are formed by affixation of various combinations of
vowels to the consonontal "skeleton". More importantly, he
calls for the utilization of such processes in the teaching
of vocabulary to Arab students.

As for grammar, Yorkey lists the categories of errors
reported in the Scott and Tucker (1974) research, concentrating
on the redundant use of pronoun in relative clause constructions.

"The rhetoric of a tightly organized, logical presentation
of ideas," he observes, commenting on Kaplan's statement with
reference to the Arabic thought pattern, "is as foreign to
Arabic-speaking students as the language of English itself"
(p. 68).

Zreg, M.M.B. (1984). Identification of specific Arabic
language interference problems and their effect on the
learning of English structure (Doctoral dissertation,
University of Kansas, 1983). _Dissertations Abstracts
International_, 44, 1076A.

This study investigates specific Arabic language inter-
ference in the learning of some English structures. The data
are drawn from Libyan Teacher-Training Institutes.

Zreg ascribes errors to interference from Arabic, as
well as to carelessness and unfamiliarity with the rules of
the target language; he ascribes negative transfer to insuf-
ficient practice and lack of oral communication. Heavy
reliance on orthography rather tahn phonetic articulation,
and dependence on literal translation are identified as two
other factors leading to frequent errors.

(203)

The Acquisition/Learning of English by Arabic Speakers:
Annotated Bibliography.

Adamu Walelign

Dr. Dan J. Tannacito
EN 743   Second Language Acquisition
Graduate Program in Rhetoric and Linguistics
Indiana University of Pennsylvania
March 22, 1990

The Learning/Acquisition of English by Arabic Speakers

This study set out to confine itself to articles,
appearing between 1985 and 1990, directly related to
the acquisition of English by Arabic speakers.
However, the relative shortage of studies on this
specific subject made it necessary to broaden the scope
and go beyond published studies, hence the inclusion of
the dissertations cited below.

The annotations provided herein were based on the
combined resources of journal articles and abstracting
works, such as _Language and Language Behavior Abstracts_
(LLBA); _Language Teaching_ (LT); _Current Index to
Journals in Education_ (CIJE); and _Educational Resources
Information Center_ (ERIC). Further reference on the
subject can also be made to Sheikh Ibrahim (1985),
_Annotated Bibliography: Studies on Arab Students of
English_ (unpublished, memiographed independent study).

Section I deals with studies that are directly
relevant to the acquisition/learning of English by
Arabs. On the other hand, while Section II is less
focused, its inclusion was based on the conviction
that the studies cited would further enrich research.

The following abbreviations have been used to indicate abstract source: AA, author abstract; AW, Adamu Walelign; LT, Language Teaching, and DAI, Dissertation Abstracts International.

The Acquistion/Learning of English by Arabic Speakers

I

Abu-Jarad, H.A. (1986). English interlanguage of Palestinian students in Gaza Strip: An analysis of relative clauses and verb tense. (Doctoral dissertation, Ball State University, 1986). Dissertation Abstracts International, 47, 518A.

Investigated is relative clause formation and tense coding in the English interlanguage of 32 Palestinian students. The study highlights the crucial influence of the Arabic aspectual system on the use of English tense. Teachers are advised not to over-react to students' tense usage and not to require them to write in a particular tense in an artificial manner.[DAI; modified AW].

Ashiurakis, M.A. (1987). The influence of the socio-educational environment upon English reading performance. (Doctoral dissertation, Aston University, U.K., 1987). Dissertation Abstracts International, 49, 529A.

The study was designed to explain the influence of the socio-educational environment in an Arab university on the English reading ability of students. The results show a significant relationship between reading ability in English and the reading environmental variable. While acknowledging the limitations of a single study, the author states that it is clear that the reading environment is in need of improvement and that students' use of it also requires better guidance and training. [DAI; modified AW].

Bourenane, K.R.R. (1984). English learning in Algeria. Dissertation Abstracts International, 45, 2016A.

Analyzed is the students' language use and attitudes toward the languages they speak as well as toward the learning of English. Mother tongue (Arabic) and second language interference (French)

(201)

are the probable causes of many categories of
errors. Intralingual interference, uncertainty
about correct syntactic rules, overgeneralization,
simplification may also cause article, preposition
and adjective errors. (AA; modified AW).

Broselow, E. (1984). An investigation of transfer in
second language phonology. _International Review
of Applied Linguistics_, _22_, 253-269.

'Emphasis' in Arabic and 'blending' in English are
analyzed, and interference shown to be the result
of applying English linkage rules to Arabic. It
is felt that learners alter the second language
syllable structure to match their own, which is
borne out by Egyptian learners' errors. It is
asserted that transfer between languages operates
in second language acquisition, and that
universal principles such as markedness affect a
learner's choice. (AA; modified AW).

Chapelle, C. (1986). Computer-assisted language
learning as a predictor of success in acquiring
English as a second language. _TESOL Quarterly_,
_20_, 27-46.

Reported are the results of a study of the impact
of computer-assisted language learning in the
acquisition of ESL by Arab and Spanish students.
It was found that time spent using and attitude
toward CALL were significantly related to field
independence and motivational intensity. These
results indicate that some learners may be better
suited to CALL materials than others students and
that it is necessary to consider many learner
variables when researching the effectiveness of
CALL. [LT, modified AW].

Doushaq, M.H. (1986). An investigation into stylistic
errors of Arab students learning English for
academic purposes. _English for Specific Purposes_,
_5_, 27-39.

Described is a study of the writing problems of
Jordanians studying English for academic purposes.

208

Results indicate that the main problems facing
students in using English for communicative
purposes lie in paragraph construction, sequencing
and developing ideas. Weakness in writing skills
in the foreign language is shown to be due, at
least to some extent, to an original weakness in
mother tongue writing skills. [AA; modified AW]

Elkhatib, A.S.A. (1984). Case studies of four
Egyptian writers majoring in English (Arabic-
speaking, EFL/ESL). *Dissertation Abstracts*
International, *46*, 969A.

The study describes the rhetorical patterns
students use in writing English, classifies the
lexical problems and tries to determine the causes
of these problems. 64% of the T-units the were
without coordination or subordination to the main
clause. Subordinated sentences were about 32%.
Suggestions for teaching rhetorical patterns,
developing vocabulary, and reducing apprehension
are included. [DAI; modified AW].

Eltrug, N.S. (1984). Analysis of the Arab learners'
errors in pronunciation of English utterances in
isolation and in context. (Doctoral dissertation,
University of Kansas, 1984). *Dissertation*
Abstracts International, *46*, 963A.

The study set out to identify the types of errors
made by the Arab EFL students.   It showed that
Arabs have difficulty in pronouncing some
disyllabic and polysyllabic words in English and
have a tendency to shift the primary stress to the
left or the right. It also indic.ted that the
subjects have a tendency to split polysyllabic
words into two or more parts stressing each part
with an equal emphasis. [DAI; modified AW].

Ghrib, E.M.   (1987).   A longitudinal study of a
Tunisian adolescent's learning of English
morphemes in a classroom context.   International
Review of Applied Linguistics, 25, 41-54.

Tunisian students' learning of English grammatical
morphemes is examined.   The results show that
though instruction plays a definite role in
elevating accuracy, it does not radically change
the student's learning sequence.   The findings
support the creative construction theory, as they
give further evidence to the claim that language
learning, like language acquisition, is a creative
process.   [AA; modified AW].

El Hibir, B., & Swales, J.   (1977-1978).   Problems,
puzzles and inferences.   English for Specific
Purposes in the Middle East and North Africa
(ESPMENA) Bulletin, 9, 18-21.

Examined are some problems encountered by Arabic
students of English, particularly in writing about
expressions of direction.   It was found that most
of the propositional errors were amenable to
contrastive analysis, whereas mistakes in word
class and word order were not.   No specific
reasons for the difficulties could be determined.
[AA; modified AW].

Huxley, F.C.   (1986).   Contrasting semantic structures
in English and Arabic: Problem and promise in
second language learning.   Anthropology and
Education Quarterly, 17, 67-99.

It is argued that language learning may be
facilitated through research into certain types of
learning errors.   Mistakes in word-choice were
examined in 72 compositions produced by Lebanese
students.   Other students were asked to translate
sentences into Arabic.   The two sets of sentences
indicated differences in the semantic domains of
the two languages.   It is shown that many errors
arise from generalization and extrapolation.
Understanding the deeper semantic organization of
a language is stressed.   [AA; modified AW].

Khalil, A. (1985, June). Communicative error
    evaluation: Native speakers' evaluation and
    interpretation of written errors of Arab EFL
    learners. TESOL Quarterly, 19, 335-352.

    The study attempted to evaluate the communicative
    effect on native speakers of a selected sample of
    grammatical and semantic errors in written
    English. The result raises questions about the
    basis of intelligibility judgments, since they do
    not appear to reflect native speakers' actual
    comprehension of the meaning intended by the
    writer. The study's implications for classroom
    teaching and communicative error evaluation are
    discussed. [AA; modified AW].

Kharma, N.N. (1987). Arab students' problems with the
    English relative clause. International Review of
    Applied Linguistics, 25 (3), 255-266.

    Presented is a comprehensive study of the
    difficulties encountered by Arabic-speaking
    students in the formation of relative clauses in
    English, particularly in the written language. A
    variety of errors were collected from the free
    essay writing of university students, and from
    translation (Arabic into English). Analysis
    indicates that nearly all persistent errors can be
    ascribed to interference or negative transfer from
    Arabic. The author posits that this should be
    taken into account when designing materials or
    teaching the English relative clause to Arabic
    speakers. [AW modified].

Kharma, N.N. & Hajaj, A.H. (August 1989). Use of the
    mother tongue in the ESL classroom. International
    Review of Applied Linguistics, 27 (3), 223-235.

    The article describes the results of a field study
    in which teachers, supervisors and students were
    asked about their attitudes towards using the
    mother tongue and the situations and the purposes
    for which they use it. Recommendations for a
    systematized and profitable use of the mother
    tongue in the second language classroom are

outlined. [AA; modified AW].

Mitleb, F. (1985). Intelligibility of English 'voicing' produced by Arabs. *Journal of Phonetics*, *13*, 117-122.

An intelligibility test revealed that native English listeners had no serious difficulty identifying 'voiced' from 'voiceless' obstruents in the English minimal pairs spoken by 10 Arabs. It also confirmed that non-segmental level differences between languages play a crucial role in second language learning. [AA; modified AW].

Mukattash, L. (1986). Persistence of fossilization. *International Review of Applied Linguistics*, *24*, 187-203.

Des .:bed is an error analysis of the interlanguage of 80 Arab learners of English. The study was concerned with fossilization and backsliding and examined the role and significance of systematic error correction and explicit grammatical explanation in adult foreign language education. The type and nature of certain grammatical errors which are characteristic of the interlanguage of Arab learners of ESL are also investigated. [LT; modified AW].

Remsbury, J.A. (1988). Interference-problems of Arabic-speaking learners of English and French. *British Journal of Language Teaching*, *26*, 119-120, and 125.

The article considers interference problems of Arabic speaking learners of French and English on four levels: single-word; grammar rule; intonation; and the study of French and English literature. [AA; modified AW].

Sheik Ibrahim, A.-L.M. (1986). The interlanguage
stress phonology of Arab learners English:
Influence of universals as well as dialect,
distance, and task (psychotypology, proficiency).
Dissertation Abstracts International, 47, 2569A.

Investigated are the important factors involved in
the production of stress patterns by Arab EFL
learners. A stepwise multiple regression analysis
confirmed a significant relationship between task
variation and accuracy on stress performance.
[DAI; modified AW].

Walton, D.J.A. (1986). A comparative study of
computer-assisted instruction, programmed
instruction, and lecture in the teaching of
English conditional sentences to native speakers
of Arabic. Dissertation Abstracts International,
47, 102A.

Examined is student achievement under three
learning strategies: computer-assisted
instruction, programmed learning, and
lecture/discussion. The study looked at attitudes
to CAI and PI. Both the parametric and non-
parametric statistics reported significant
differences in attitude to CAI, with the CAI group
showing more favorable attitudes than the PI and
L/D groups. [DAI, modified AW].

II

Alothman, N. (1990). The effectiveness of the ESL
    program at Kuwait University as perceived by
    selected administrators, ESL teachers, and
    university students. (Doctoral dissertation,
    University of Southern California, 1989).
    Dissertation Abstracts International, 50, 1969A.

    The study set out to determine the overall
    effectiveness of the ESL program at Kuwait
    University. All subjects clearly acknowledged the
    need for English language abilities, although
    their level of satisfaction with the ESL program
    they suggested that methodologies and curricula
    needed to be more carefully formulated, needs
    assessment to be performed and placement
    procedures to be evaluated. [DAI; modified AW].

Homiedan, A.H. (1985). Utilizing the theory of
    articulation settings in the teaching of English
    pronunciation to Saudi students learning English
    as a second language (Palatography). (Doctoral
    dissertation, University of Kansas, 1985).
    Dissertation Abstracts International, 46, 3018A.

    Differences in tongue position and motion in
    Arabic and English speech to confirm native
    speakers' notions of the tongue anchorage of the
    languages are examined. Articulatory setting
    theory and pedagogical practice in the teaching of
    phonology to language learners is surveyed and
    implications and strategies for the teaching of
    English pronunciation to Arabic speakers advanced.
    [DAI; modified AW].

Kayed, I.M.H. (1985). The influence of Arabic grammar
    on edited and non-edited English used by Arabs.
    (Doctoral dissertation, University of Missouri,
    Columbia). Dissertation Abstracts International,
    47, 522A.

    Investigated is Arabic interference in edited and
    non-edited formal English used by Arabs. The most

common deviations occurred in the use of articles
and prepositions. The recurrence of
"interlingual" deviations and their occurrence in
all Arab countries results in a linguistic system
also has intralingual consistency. The author
believes that when Arabs use English for several
generations they develop a dialect of English,
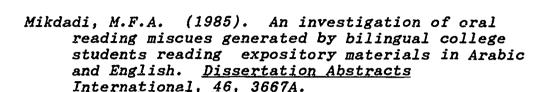labelled "Arab English". [DAI; modified AW].

Koura, A.A. (1987, August). Verbal interaction
    patterns of selected EFL teachers in Egyptian
    secondary schools. (Doctoral dissertation, George
    Washington University, 1986). Dissertation
    Abstracts International, 48, 294A.

    The study attempted to identify the verbal
    interaction patterns of EFL teachers in Egyptian
    secondary schools. The findings revealed that
    high effective teachers use the foreign language
    much more while the low effective teachers use the
    native language a lot more. The study suggests
    that EFL teachers should be trained in appropriate
    verbal interaction. [DAI; modified AW].

Mansouri, S.M. (1988). Learning English language and
    literature in Saudi Arabian universities:
    Students' perceptions of successful and
    unsuccessful methodologies. (Doctoral
    dissertation, University of Central Florida,
    1988). Dissertation Abstracts International, 49.
    1721A.

    This study focuses on identifying students'
    perceptions of the most successful and least
    successful methodologies of teaching/learning
    English. The author maintains that students of
    any foreign language need a constantly improved
    curriculum which uses methods aimed at minimizing
    and simplifying the major language and cultural
    differences. [DAI; modified AW].

Mikdadi, M.F.A. (1985). An investigation of oral
reading miscues generated by bilingual college
students reading expository materials in Arabic
and English. Dissertation Abstracts
International, 46, 3667A.

Described is a study of the applicability of the
Reading Miscue Inventory to the Arabic language
and comparing the strategies utilized by the
subjects when reading in Arabic and English. The
inventory was found to be applicable for the
analysis of miscues in Arabic language. Some
differences between the readers' strategies in
reading were discovered, but could be attributed
to the particular characteristics of Arabic. The
readers' level of comprehension in Arabic was
higher than that in English. [AA; modified AW].

Mosallem, E.A. (1984). English for police officers in
Egypt. The ESP Journal, 3, 171-181.

The author surveyed 150 officers in ten different
departments of the police force in Egypt in order
to assess their needs when using English on the
job. The survey showed that, to some extent, the
need for English is determined by the specialized
department in which an officer works. However,
there are enough general needs to make it feasible
to propose a common core course for all officers,
regardless of specialization. The author
describes the needs of officers in several
departments and then offers suggestions for a
common core syllabus. [AA; modified AW].

Qandil, M.A. (1986). The effect of text structure and
signalling devices on recall of freshmen Arab
students. (Doctoral dissertation, University of
North Texas, 1986). Dissertation Abstracts
International, 47, 1266A.

The study examined the effect of text structure
and signalling devices on immediate and delayed
recalls of Arabic-speaking freshmen. The
findings suggest that training non-native speakers
in identifying and utilizing different rhetorical

structures might facilitate their reading
comprehension. There is also a need in writing
instruction so that writers can offer this
facility to their readers. [DAI; modified AW].

Salma, N. (1988). British and American English in the
classroom in Cairo and Quwait. TESL Reporter, 21
(1), 9-18.

Teachers of ESL/EFL generally find a marked
preference in different countries for either
American or British English. It is suggested that
teachers make students aware of both varieties,
discuss differences between them and encourage
tolerance of both varieties. Some examples of
varietal differences found in student writings and
speech are provided. [AA; modified AW].

Al-Shammary, E.A.S. (1984). A study of motivation in
the learning of English as a foreign language in
intermediate and secondary schools in Saudi
Arabia. (Doctoral dissertation, Indiana
University, 1984). Dissertation Abstracts
International, 46, 90A.

Investigated is the motivation to learn EFL in
the intermediate and secondary schools in Saudi
Arabia. (Motivation was found to peak by grade
10, and then to decline a little by grade 11 and
then remain unchanged thereafter). The results of
this study cast some doubt on previous research
findings concerning the increase in the motivation
to learn a second or a foreign language with the
increase of the learner's age and educational
level. [DAI; modified AW].

Shorrab, G. (1986). Bilingual patterns of an Arab-
English speech community. International Journal
of Sociology and Language, 61, 79-88.

Analysis of data collected from taped interviews
with immigrant families revealed that first-born
children are more proficient in English than their
siblings. Arabic is the predominant language only
for the purpose of speaking with parents;

(217)

children's attitudes towards English improve over time; most parents believed bilingualism to be beneficial. It is suggested that the bilingual pattern studied demonstrates the impact of cultural assimilation on the process of language acquisition and the importance of parental attitudes shaping children's linguistic implications. [AA; modified AW].

Youssef, A. & S., E. (1985). Parental attitudes on Americanization and bilingual education: The Dearborn, Detroit, and Farmington study. The Bilingual Review/La revista billingue, 12, 190-197.

Described is the attitude of a growing Arabic-speaking community in Michigan, which has the largest concentration of Arabs in the US. Overall all 44 students were unanimously positive toward bilingual education. Arabs' perception of ethnicity and their role in their children's education were also discussed. [LT; modified AW].

Al-Zayani, M.R. (1985). An analysis of English reading curriculum and instruction in Bahrain. (Doctoral dissertation, University of Southern California, 1985). Dissertation Abstracts International, 46, 2173A.

Qualitative and quantiative data collected during the observational study carried out in Bahrain public schools implied positively that good readers are better achievers in language learning and all subjects, whether Arabic or English. Instructors should be aware of the conceptual framework of the curriculum in order to effectively implement it. Encouragement from teachers and parents, and warm environments are indispensable to nurturing interest in learning and literacy development. [DAI, modified AW].

Zizi, K. (1987). Contrastive discourse structures of
     argumentative and newspaper prose in Arabic,
     French and English: Suggestions for prose in
     teaching/learning English as a foreign language
     for journalistic purposes (JSP) in Morocco.
     (Doctoral dissertation, University of Illinois at
     Urbana Champaign). Dissertation Abstracts
     International, 49, 86A.

     This study examines the discourse structures of
     argumentative and informative newspaper writing
     within and across Arabic, French and English. It
     describes similarities and differences by language
     and genre, and provides suggestions for teaching
     English as foreign language for journalistic
     purposes (EJP) in Morocco.   Pedagogical
     suggestions for EJP include sensitizing the
     learners' awareness of implicit information,
     alerting them to the amount of repetition that
     they can appropriately include in each situation,
     and training them in how to convince and to
     inform. [DAI; modified AW].